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The Playground

APRIL
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The Playground

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The Playground

Vol. XVII No. 1 APRIL, 1923

The World at Play

The Children's Bureau Makes Its Report.—The Children's Bureau of the Department of Labor has recently issued its Tenth Annual Report. An interesting feature of the year's work has been the children's year survey conducted in Porto Rico, in which the first study and demonstration of what could be done in a cooperative way was in the field of recreation. The Bureau Staff included two play directors, a woman who specialized in games for younger children and a man who promoted a recreation program for older boys. The response to the play movement was general and encouraging. Private citizens assisted the schools in acquiring playgrounds and equipment, and during the past year play was introduced as a regular part of the program of nearly a hundred schools in different parts of the Island. Universal participation in games and athletics was made the goal of the school authorities.

For the Health of America's Children.—Announcement has been made of the amalgamation of two great national organizations working for the health of children in America—the American Child Hygiene Association and the Child Health Organization of America.

The American Child Health Association, as it is now called, will have back of it the full strength of the American Relief Association. It will act as a clearing house of information on all national child health activities; it will serve as a source of up-to-date scientific information on child health, and it will supply a field service of experts who, at the request of a community, will help organize a local health body and advise on all problems relating to child health. Finally, the American Child Health Association will aim to establish standards for child health work on a sound medical basis, to eliminate waste in the practical application of these standards, and to coordinate the work already being done in such a way as to avoid all duplication of effort.

The headquarters of the Association are at 532 Seventeenth Street, Washington, D. C.

Work—Study—Play.—The results of the first National Conference on the Work—Study—Play or Platoon plan have recently been published in bulletin 1922, No. 35 of the Department of the Interior, Bureau of Education. The present status of play, some of the results achieved and the method in operation are discussed in this report.

Interest in Recreation for Boys Grows.—The Rotary International tells of action taken in a large number of communities to establish athletic fields, playgrounds, gymnasiums, summer camps, and swimming pools. Suggestions have been issued for a special meeting to be held by local groups for the purpose of emphasizing the importance of physical education and recreation for boys. The program suggested for the meeting includes a three-minute talk by the chairman of the Boys' Work Committee; a three-minute talk on physical education and national efficiency which will include a brief statement of the value to the community and the nation of proper recreation facilities; a three-minute period devoted to an explanation of existing community and civic facilities for physical training, and a five-minute talk on "Material Investments for Community Dividends," this to be followed by a talk on optical and oral conservation, emphasizing the proper care of eyes and teeth.

New York Boys' Week.—Boys' Week will be held in New York City April 29—May 5. Two of the days of the week are given to athletics, entertainment, and outdoor activities.

World-Wide Interest in the Athletic Badge Tests.—That the Athletic Badge Tests issued by the Playground and Recreation Association of American are not to be limited to use in this

country is evidenced by the correspondence coming from various parts of the world. An order has just been received for badges to be sent the Rev. Ray E. Phillips of Jeppes, Johannesburg, South Africa, who is working under the American Board of Commissioners for Foreign Missions.

The tests were used this fall in Puebla, Mexico, in the Methodist Normal School for Girls which is located there. Forty-six girls registered for the tests.

Recreation for Colored Citizens.—*The Southern Workman* for February, published by the press of Hampton Institute, contains an illustrated article on recreational activities for colored citizens fostered by Community Service. More and more this phase of the work is creating interest on the part of leaders in the movement for general education.

A Plea for More Play Space.—The January issue of *Mind and Body*, in commenting on the fact that the University of London has two hundred fifteen acres of play fields says: "If in a crowded country like England, two hundred and fifteen acres of play fields can be set aside for one university, a rich and less crowded country like the United States should be able to give adequate play space not only to its university, but also to its high schools and its elementary schools."

For the Cost of a Stamp.—The maintenance cost per person in Hartford, Connecticut, for the recreation activities in the parks is two cents, according to an article by Charles Lay in the *Survey*. These activities include general athletics, baseball, basketball, bicycle and running track, football, golf, outdoor gymnasium, tennis, quoits, croquet, and curling.

Did It Pay?—In Syracuse, New York, one winter, a small "untamed" group of boys were persuaded to form themselves into a club under the leadership of a neighborhood mother. At the time of joining, the boys held out for an agreement guaranteeing that she dismiss them by 9 o'clock. The club mother was puzzled at the stipulation, knowing that the early adjournment wasn't for the purpose of going to bed, but she gave unquestioning acquiescence, meeting them at 7:30 and letting them out before 9. She read to them, told them stories, played games with them, and oftentimes just talked with them.

One night, much to her surprise, they asked if they might stay after 9 o'clock. She seemed so agreeable about it that they volunteered an explanation. Up to this time they had wanted to go early so that they might play craps but they had finally decided that they preferred to remain at the club.

Some years later the club mother who, since that time, has been influential in starting a number of clubs and recreation centers, met one of the members of her first boys' club on the street—a prosperous, happy, hard-working citizen. When she greeted him, he said to her, "I guess I changed a lot that winter we had the club. I started going around with a different crowd and so did the other fellows and things turned out a lot better for us."

And so the club mother received her reward for the time and energy she had so willingly spent at the crossroads in the lives of these boys.

Overcoming Handicaps.—Lucile Heuspeter, a fifteen-year-old girl in the Township High School of Joliet, Illinois, has succeeded in passing the first athletic badge test for girls, in spite of the fact that she has but one arm. Miss Heuspeter may well be proud of her accomplishment, particularly in view of the fact that many girls who have no physical handicap fail in the balancing test.

Miss Heuspeter is one of several crippled girls attending the Township High School who have been working hard to make the best possible records in the badge tests.

From the Camp Fire Girls.—Lester F. Scott, National Executive of the Camp Fire Girls writes:

"In a great variety of ways the members of the Playground and Recreation Association, officially and unofficially, have been of great service to the Camp Fire Girls in assisting the organization in extending its camping facilities and in spreading its program of sanity in outdoor and indoor education. In acknowledgment of this fact at the last Annual Conference of Camp Fire Executives from all of our centers throughout the country, the following resolution was adopted:

"'Whereas—The Local Executives and Chairmen of Guardians' Associations, represent-

ing 150,000 Camp Fire Girls all over the country, are in Annual Conference, and

"'Whereas—The Guardians and Executives have received help and cooperation from the Playground Association * * * *

"'Be It Resolved—That a vote of thinks and appreciation be extended to the president of this organization and the wish for continued cooperation and friendship be expressed.'"

The Following Resolution Was Introduced by Dr. J. H. McCurdy at the recent conference of the National Collegiate Athletic Association:

Resolved, that the members of the National Collegiate Athletic Association are hereby urged to exert energetic effort to promote the passage of physical education legislation in states where such legislation has not yet been enacted; also, to use their influence to obtain the passage of the Fess-Capper Physical Education Bill, now pending before the Senate and House Committees on Education and providing for government aid to states establishing systems of physical education. In taking this action it is understood that we will cooperate heartily with the National Physical Education Service, of which our organization is a part, together with 37 other bodies, this Service having taken the lead in this movement with splendid success since its organization in 1918.

For a Better Georgia.—The community service department of the Georgia Federation of Women's Clubs is aiding the counties of the state to get together to organize and develop local possibilities, with the aim of creating community spirit and developing good citizenship.

A year ago every county was urged to make a survey of its community needs and the following suggested program was offered:

January, better churches and Sunday schools

February, better libraries

March, better roads

April, better homes and community, cleanup, health

May, physical education, playgrounds, athletics, May day celebrations

June, better farms and home demonstration work

July, better citizenship, July Fourth celebration and pageant

August, state-wide community day celebration; picnics

September, better schools, buildings inspected, physical examination, vaccination

October, better community centers, the vital part of community life

November, better health, assist health authorities and anti-tuberculosis

December, community Christmas celebrations.

"A More Beautiful Florida."—In addition to the carrying on of general civic betterment and community activities, the community service department of the Florida Federation of Women's Clubs has done much toward making Florida more beautiful during the past year. School yards have been improved, shrubs have been planted in churchyards and cemeteries, street planting has been inaugurated, home yards have grown more beautiful through a house-to-house distribution of seeds, and through the incentives furnished by flower shows, town beautiful days, and spring celebrations. In some towns trees have been planted and in others trees have been saved; station grounds have been made more attractive by the planting of shrubbery and approaches to towns have been improved in order that the first impression of the town may be a good one to strangers.

A Gift to Orangeburg, S. C.—Orangeburg, South Carolina, will be the richer in its recreational life through the generosity of Mr. and Mrs. James M. Albergatti, and it is a fact worthy of note that their decision to make the gift was largely influenced by the successful work of two play leaders at Lake Junaluska, the summer meeting place of southern Methodists in the mountains of South Carolina.

Mr. and Mrs. Albergatti have promised to give five thousand dollars for community recreation if the city will appropriate twenty-five hundred dollars a year and the citizens raise twenty-five hundred dollars for the purpose. A further condition is that the city shall provide a park playground on its land.

The city has already accepted the offer, and it is believed that the citizens will soon take action to raise their part of the budget. An ordinance creating a playground commission has been passed.

The playground and park which is to be the recreation center comprises a twenty-four acre tract adjoining the river. It is proposed to prepare first three acres of this tract, the most practicable for playground purposes, and in time to beautify the entire tract as a public park.

A Gift to the Village.—According to a recent announcement made by the Wheeling and Belmont Bridge Company, the owners of the property, historic Bridge Park is to be given the city of Wheeling, the only condition being that it shall be used for recreation purposes. Comprising between three and four acres of ideal ground for the purpose, the acquisition of Bridge Park will be a notable step toward the building up of an adequate system of parks and playgrounds.

Laid out in lots and sold for building sites, Bridge Park would have brought a logical return to its owners, who preferred, however, to make a contribution to the leisure time life of the city.

"For the Popular Extension of Culture and Knowledge."—Manchester, New Hampshire, has an interesting institution known as the Manchester Institute of Arts and Sciences which is dedicated to the "popular extension of culture and knowledge." A membership of five dollars per year per adult entitles the member to attend all lectures and concerts and to join any of the classes in fine arts, music, literature, dramatics, domestic science and similar subjects. The annual dues for children are one dollar, and this fee admits the child to classes in drawing, painting, modeling, languages, dramatic expression and other subjects. The departments are all under the direction of trained leaders.

New Children's Center.—In Balboa Park, San Diego, California, the old exposition hospital and the large building used in connection with the hospital by the U. S. Navy during the days when the naval training camp was stationed in the park, have been transformed into a children's center, with day nurseries and a recreation hall. This is located in the pepper grove picnic grounds and will provide properly supervised entertainment for the thousands of children who visit the park. A director of playgrounds and a trained nurse will be on duty throughout the year and entertainments and picnic parties will henceforth make the pepper grove even more popular than it is today. The center owes its inception to Mrs. Curtis Hillyer, president of the executive committee.

New Haven's Ice Skating Carnival.—A Community Ice Skating Carnival of mammoth size was carried on by Community Service in the Arena at New Haven, Conn., January, 1923. City championships were awarded for parochial schools, high schools, factories, retail stores, grammar schools, boys' clubs, city amateurs, city banks, business and professional men's clubs, and public service departments. Gold, silver and bronze medals were awarded for all events and a championship trophy awarded to the team scoring the most points in each classification except city amateur.

Morning, afternoon and evening were filled with the various events and all culminated in a carnival where prizes were awarded for Comic Costume (Gentleman)—for Fancy Costume (Lady)—and a trophy for the best Costumed Club or Group. The winner of the city amateur championship goes as the representative of New Haven to the New England Skating Championships at Laconia, N. H., with all expenses paid.

A Winter Carnival in Manchester, N. H.—On January 12 and 13 Manchester, New Hampshire, held its first great community event, which took the form of a winter carnival.

Tobogganing, ski jumping exhibitions and contests, snowshoe contests, motorcycle hill climbing, a carnival supper and band concerts and fireworks displays made up the first day's program. The events of the second day included a mid-winter outdoor diving and swimming exhibition, a mammoth street parade, an ice hockey game, exhibition figure dancing, women's costume skating events, amateur figure skating and the championship skating contest.

One of the most interesting events of the afternoon's program was a series of novelty fun provoking winter sports events which included baseball, obstacle races, and basketball—all played on snowshoes—snowshoe tug-o-war, and ski-joring.

The closing events of the carnival on the evening of the thirteenth were a costume parade, the coronation of the carnival king and queen, a masquerade participated in by all in fancy costume, exhibition figure skating, and general skating.

Manchester is enthusiastic over its first carnival which will, in the future, be an annual event.

A Year of Accomplishment.—The report of the Newport Recreation Commission for 1922 is an interesting record of the acquiring of facilities, the value of which cannot be overestimated for the future recreational history of the city.

The story of the transformation of the Old Friend's Meeting House into a Community Center has already been told in THE PLAYGROUND. The erection of the Aquidneck Community Building during the same year is another achievement of real significance.

Drexel Hut, the recreation building used by the Army and Navy Young Men's Christian Association during the war, was given the city last spring. It was dismantled and reerected in Aquidneck Park immediately adjacent to the building leased to the recreation commission at a nominal sum by the Civic League, the two buildings now being operated as one plant.

It was only through extensive community cooperation that the work was accomplished and its expense carried. Local labor unions gave hundreds of dollars' worth of service and local contractors and dealers, material. The retaining wall surrounding the building represents six Saturday half holidays of labor on the part of from four to eight men. Thus has been made possible the community building—a building which may truly bear the name "community."

An Arts and Crafts Exposition for Boys and Girls.—An interesting plan, suggested by the Playground and Recreation Association of Wyoming Valley, Pennsylvania, and promoted by the Wilkes-Barre Kiwanis Club in cooperation with the public, parochial and private schools of Wyoming Valley, involves a boys' and girls' arts and crafts exposition to be held in the Armory for three days in the spring before the close of school. The nominal admission charge which will be made and the charge of ten cents for each entrant for all exhibits, will, it is believed, practically meet the expenses.

The purpose of the exhibition is to give boys and girls an incentive to undertake the educational activities not ordinarily taught in school; to give opportunity for expression in imaginative and creative work that will fit them for more useful citizenship, and to convince the citizens, through a demonstration, of the importance of giving opportunity for this kind of training.

The exhibits classified according to the ages of the boys and girls entering have been arranged under the following general headings: Fine Arts; Industrial Arts; Applied Arts; Penmanship; Photography; Art Calendars; Manual Training; Craftsmanship; Metal Work; Domestic Science; Boy Scout Work; Miscellaneous Collections; Stamp and Post Card Collections.

Entertainment contests will be a part of the program. These will be along the line of dramatics, music, manual training and industrial art, commercial contests and boy scout contests.

A Miniature Golf Course.—Tin can golf is described later in this issue by Mr. Tennyson of the Washington Playground Department. From Anaheim, California, come the following suggestions for a minature golf course:

A place should be selected where it is possible to have approximately two hundred square feet. The next step involves sinking a hole or a cup in the center. The object—approach and put. A driving net is a part of the equipment.

Play of this kind makes possible practice in driving and brassie shot, and it may be used by those who have but thirty minutes or an hour to spare occasionally.

A Chess-Checker Club.—A municipal chess-checker club has been established by the Recreation Department of Sacramento, California. It meets at one of the Park clubhouses every Thursday evening. Problems are presented by an expert player and the solution discussed in open club. A score is kept of all games, and players are carefully classified and properly handicapped so that playing is made more in-

teresting. Juniors are allowed to play in the afternoons and their score is recorded. The club house is open to players every afternoon during the week and Saturday and Sunday from 10:00 a. m. to 5:30 p. m. The organization is informal—both men and women are eligible—and there are no dues.

A list of players throughout the city is being compiled and an attempt made to enlist as many chess and checker enthusiasts as possible.

Sacramento Doll Festival.—The Third Annual Doll Festival was held by the Sacramento Department of Recreation on Sunday and Monday, Dec. 31st and January 1st, between the hours of two and five.

The Favorite Doll and the favored exhibit were chosen by popular vote, a picture of the winners being presented to their proud owners. Boys entered their funniest animals. The attendance was 2,378.

Utica's Community Center Athletic League.—All boys and young men, fourteen years of age and over, are eligible to compete in the events of Utica's League which include basketball, volleyball, boxing and track athletics, such as fifty-yard dash, three standing broad jumps, potato race, push-ups, relay race, running high jumps. The winners of the championship are awarded the Community Athletic League medal; ribbons and gold bars are given those making second place, and ribbons those who win third place.

Recreation and Juvenile Delinquency.—The juvenile officer of Nashua, New Hampshire, an industrial city of 28,379 inhabitants with a large percentage of foreign population, has made a study of the relation of supervised play to juvenile delinquency.

The statistics assembled by Mr. Fitzpatrick for his city show a little less than a fifty per cent. decrease in juvenile cases since the establishing of the playgrounds under the city commission in 1922.

1919 — 113 cases (due to after-war effects)
1920 — 61 cases
1921 — 68 cases
1922 — 37 cases

"I believe," said the mayor in commenting on this, "that after examining the court records we will find most of those thirty-seven cases prior to the opening of the summer playgrounds."

Can We Prevent Accidents?—The Education Section of the National Safety Council of 120 West 42nd Street, New York City, has recently issued a statement that each year seventy-six thousand people are killed in the United States by accidents, of whom twenty-five per cent., or nineteen thousand, are children under fifteen years of age. For every death, there are twenty-six injuries—nearly two million people hurt, maimed and crippled. The secret of preventing this unnecessary wastage of human life, the Council wisely points out, lies in teaching the children of the country to form habits in accordance with the ordinary laws of safety and common sense.

With this in view, the Education Section of the Council has been working since 1919 toward the development of education in accident prevention in the public and parochial schools of the country. Briefly, the plan is this: Various phases of safety in the home and in the school, at play and on the streets, are used as themes for discussion and study in each of the conventional school subjects. For example, English class work offers an unlimited field for work in accident prevention through reading, composition, speeches and debates. Drawing has an equally extensive scope for safety teaching through posters, constructive sand paper models, scrap books and bulletin boards, and an arithmetic class may use accident statistics for their city, state, or country as a basis for graphs and problems. Civics may include the study of municipal and governmental agencies for the protection of citizens such as the police, fire and health departments. This scheme involves no extra study periods and makes the teacher's work easier because the accident theme stimulates the child's interest by relating his school work to his everyday experiences.

More about Toy Clubs.—In the February PLAYGROUND a brief account was given of the Toy Clubs conducted by the Recreation Association of Middletown, Ohio. Some additional facts of interest have recently been received regarding the method of operation.

The Recreation Association orders and supplies

the lumber and paint used in making the toys, the boys buy their own coping saws and blades, which cost them thirty-five cents apiece, and they pay five cents for every finished article. This does not cover the entire cost but keeps it from being a big liability.

Mr. Marsh, Superintendent of Recreation, is helped in this work by the Boy Scouts who are apportioned three or four to a class and are given merit points for their troop for this service. The work is outlined and drawn on the boards in the office, making it possible for a very large number of boys to work quickly and to accomplish a great deal. Portable benches that hold about six boys each have been built for use in the rooms given the Association for the purpose in the basement of the schools. A Boy Scout is placed in charge of three benches. Instructions are given the Scouts to pass on to the small boys.

The same organization applies to classes in basketry with girls; the Girl Scouts assist in the same way as do the Boy Scouts.

Play as Medicine.—A year and a half ago a certain well-known business man in a Middle Western city developed a bad set of nerves and an attack of melancholia. He was unable to attend to his business affairs and seldom left his home. As it happened, this man was very enthusiastic about horseshoe pitching and, when his health permitted, occasionally had a game with a neighbor. Learning of this, the Community Service organizer called on him and interested him in the idea of having a horseshoe tournament. He became enthusiastic, and soon a flourishing horseshoe league was in operation. With a court in the rear of his lot, he played many an opponent, sometimes winning, sometimes losing, but with every lost game he became more intent on winning the next. The practice this gave him and the anticipation of victory kept this man so interested in horseshoe pitching that he forgot he was sick.

When the click of shoes was no longer heard in *Horseshoe Alley* there could be seen a group of men hiking along in the twilight, and this man was one of them. Spring came, and there was more interest in pitching horseshoes and many courts were built. The sick man was playing his turn, but he was also engaged in selling real estate, and watching the growth of a business in which he had been a partner for many years. The community organizer had succeeded in getting him to serve on the Board of Community Service, and as a result he was elected as treasurer for one year.

This man today is anything but sick. He is enthusiastic over the business of play and has just been elected president of Community Service. In this capacity he will be able to reach many more men in the community who are sick for the want of play and the companionship that goes with it.

Good Music as Recreation.—That good music is used so extensively for recreation through talking machine records seems to be overlooked by certain persons who are distressed because the recording companies reproduce so much music of an ephemeral nature. The proportion of great music in the lists of the leading firms each month is by no means small. For example, the Victor Company issued between May, 1921 and December, 1922, a variety of good music performed by noted artists making a total of 217 records.

Recreation in Industries.—In writing on Athletics and Recreation in Industries, Mr. Fullerton tells of developments in the Pullman Company of Chicago, beginning forty years ago when Mr. George Pullman stood out as one of the pioneer promoters in athletics. Mr. E. F. Carry, now president of the Pullman Company, is, according to Mr. Fullerton, responsible for the statement, "A good athlete is always a good worker. Nine times out of ten the man who is interested in athletics and sports is interested in his work."

"From 3,000 to 3,700 members of the club promoted by the People's Gas Company of Chicago," says Mr. Fullerton, "are organized voluntarily in every activity from the great band to the checker club. Its sports and games are under the guidance of trained men and women. In point of active players, horseshoes, bowling and tennis lead all the other sports."

At ten and at three o'clock each day the office workers are put through their paces. Ex-service men, chosen for their knowledge of the exercises, leap to the top of a desk and direct the movement, putting them through a stiff workout for ten minutes, which sends them back to their tasks refreshed.

Planning a Playground is the title of a pamphlet issued by the Fred Medart Manufacturing Company. It suggests briefly a method of starting the playground movement, of raising funds and conducting a publicity campaign. Following this are suggestions for the laying out and equipping of a ground. Plans are given for the layout of three types of school playgrounds and for a number of regulation courts. A copy of the pamphlet may be secured by addressing the Fred Medart Manufacturing Company, Potomac and De Kalb Streets, St. Louis, Missouri.

Tennis Everywhere.—The New York *Tribune* of February 5 announced that Dwight F. Davis, of St. Louis, recently elected president of the United States Lawn Tennis Association, will carry on a campaign which, it is hoped, will result in the establishment of municipally supported tennis courts in cities throughout the country. Mr. Davis plans to begin immediately a national survey of park tennis conditions in the larger cities of the country through the cooperation of the municipal body, such as park commissions and playground and recreation commissions. The National Tennis Body will supply tennis literature, moving pictures of great players and other educational matter.

It has been decided to hold a national municipal championship tournament and in connection with this a series of sectional championships, the winners of which will meet in the national contest.

Mr. Davis, for a number of years, was Commissioner of Public Parks, in St. Louis. His slogan is, "Use the parks to raise men and women as well as trees and grass."

Some Belated Year Book Returns.—A number of Year Book returns unfortunately reached us too late to be included in the March PLAYGROUND. We believe that a brief note regarding some of them will be of interest to our readers.

Through the school city of Columbus, Indiana, a community of about nine thousand inhabitants, one year round and three summer play centers are maintained under the leadership of a year round worker. Last year, fifteen thousand dollars was expended for land, buildings and permanent equipment, and bonds were issued for recreation purposes.

Oklahoma City, Oklahoma, under the school board, maintained in 1922 six year round playgrounds with nineteen workers. Nine thousand five hundred twenty-one dollars sixteen cents was expended for the work. The Rotary Club donated to the city a park on which it spent forty thousand dollars.

The work at Rutherford, New Jersey, is conducted by the Lions' Club which last year maintained two playgrounds at a cost of fifteen hundred dollars.

Dumas' Prophetic Psychology.— Joseph Lee calls attention to the following passage from Le Vicomte de Bragelonne, Vol. 1, Chapter XXI.

"To begin with, D'Artagnan started on his journey with the most delightful weather in the world, without a cloud in the sky, without a cloud upon his spirits, joyous and strong, calm and decided, big with his resolution and consequently carrying with him a ten-fold dose of that potent fluid which the movements of the soul send sparkling from the nerves and which lend to the human mechanism a power and a potency which future centuries, according to all probability, will more accurately estimate than we are able to do today."

Young Because of Play.—"What a compliment," writes Captain H. H. Talbot of Crawfordsville, Indiana, "to be invited to become a *working* member of your Playground and Recreation Association of America. I attribute my long life, which is more than fourscore years, to the fact that I believed in and kept up recreation with labor and have thereby made each more enjoyable. May I keep up that divine fire of youth to the end that I may never stop playing and helping others to play! Put labor, love and play in all the homes of the world and there will be no more war or rumors of war."

A Leader in the Recreation Movement

RODOWE H. ABEKEN

Superintendent of Recreation, St. Louis, Mo.

Because he has been interested in St. Louis' recreation problems since his college days, when he spent his vacations in playground work.

Because a varied and progressive program of recreational activities is being carried on in St. Louis' public parks, swimming pools and playgrounds under his direction as Superintendent of Recreation.

Because several memorable pageants, which were acted by St. Louis children and witnessed by large audiences, were written and directed by him.

Because he was a guiding spirit in the formation of the St. Louis Municipal Athletic Association, said to be the most unique organization of its kind in America.

Mr. Abeken has recently decided to take up law as his profession, but St. Louis will continue to have the benefit of his services in recreation, as he will give part time to the recreational program of the park department, supervising the activities and training workers.

National Play Week

"To imbue everyone with the spirit of play—to make all see its place in the life of the community—to create new and re-create old interests—this is the purpose of National Play Week, April 21-28."

The program issued by the Playground and Recreation Association of America in celebration of Play Week, suggests that special attention be given play in the schools through programs of singing and folk and relay games at recess and in before and after school periods. It further offers the suggestion that each day of the week be set apart for a certain group and that some organization be given responsibility for each day's activities. These days may be as follows:

April 22	Sunday	Family Day
" 23	Monday	Boys' Day
" 24	Tuesday	Girls' Day
" 25	Wednesday	Grown-ups' Day
" 26	Thursday	Children's Day
" 27	Friday	Citizenship Day
" 28	Saturday	Community Day

(The program, with detailed suggestions for each day, may be secured on request from the Association.)

The Boy Scouts, through national Sout headquarters, have promised their cooperation and local groups may be called on for service. Special play parties are being arranged in a number of cities, and much interest has been aroused in the idea which President Harding has endorsed of setting aside a week when play shall be given special emphasis.

What will you do to make the week a success?

Now that I Have 'Played' for Two Years

By Edward W. Bok

(A chapter from "The Americanization of Edward Bok"—Limited Edition)

Two years ago I wrote a piece for the *Atlantic*, in which I told that I had retired from business and was going to 'play.' My immediate friends were curiously puzzled at my 'foolish,' 'unwise,' 'impracticable' course; but their perplexity was clear as crystal compared with the letters I received from *Atlantic* readers. It was a veritable chorus of 'You'll get tired of it,' and 'You'll be back within a year.' Some conceded me even shorter terms of probation. An eminent physician wrote me a long fatherly letter, in which he traced my mental and physical disintegration step by step; in fact, month by month. I kept that letter on my desk for a year, consulting it on the first of each month, so that I might prepare for the particular phase of physical ailment or lack of mental capacity which was to descend upon me in that month.

Thus I began my 'playtime' under the most exhilarating circumstances.

The writers who were more nearly correct in their diagnosis of the case reminded me that I had written from theory, which was, of course, a fact. It happened to be a theory well-grounded in conviction. But a theory it was. 'Wait until you carry your beautiful theory into practice; then there will be another story to tell. Only, naturally, you will take good care not to tell it.'

So, despite this prediction from a son of the West, I beg leave to report.

The period of theory having passed into two actual years of practice, folks ask: 'Well?' And they all expect the answer: 'You were right. It didn't work out. Man was made for business'; and so forth, and so forth.

The truth is, it *has* worked out: in actual practice the experiment has exceeded the theory.

But not as these folks figured it out, or as, even now, they suppose. The trouble with these writers two years ago was exactly the same trouble which ails them now; they had not, nor have they yet, my view of 'play.' They interpreted the word as meaning golf, the saddle, travel, leisure, idleness. I did not. I admit that in the back of my head I had a hope for some leisure. In fact, I translated that hope into building a new study in my home, in which I pictured myself as spending long, happy days writing and reading. The lady who years ago took her husband for better or for worse—and got both, as the man said—looked at the completed study, approved it; but in the back of her head there was the thought associated with her husband's leisure: 'What in the world am I going to do with a man hanging round the house all day?'

Her comment, after two years, is: 'Why in the world did you build this study? You are never in it.' And to men: 'If you want leisure, don't retire from business.'

To that extent my theory has not worked out. The study stands unoccupied six days a week; the happy days of reading and writing in comfortable seclusion have not come; the problem, 'what to do with a retired husband,' has solved itself by not presenting itself for solution.

I have played golf less than ever; I have not been in the saddle once; I have read fewer books; I did get in three months of travel, and I did write a book.

'Then just where does the "play" come in?' is the natural question. And in the answer lies the answer to the doubt so often expressed by scores of business men, who instinctively feel a desire to retire from affairs, but ask, 'What should I do to keep myself busy?'

The question is not so much what to do, as it is which to do: The variety of actually vital things for a man of health and executive ability to do is beyond all calculation, and no one can realize the extent, interest, and variety of these matters until he places himself before his fellow men in a position where his time will permit of taking on new interests. My two years of retirement have made it possible for me to say to any business man: 'It makes no difference in which particular business you have been; if you retire, you will have more really worth-while red-blooded jobs offered you than you could carry out if there were forty-eight hours in every day.' And so absolutely will these opportunities be suited to his taste and fitted to his ability, that his problem will be purely one of selection. Far

* Courtesy of *The Atlantic Monthly*. Copyright by Charles Scribner's Sons, 1922

too often is the mistake made that a business man, absorbed all his life in business, would be like a fish out of water in any position save that which calls for purely commercial knowledge or ability. The fact of the matter is that every interest, outside of purely commercial affairs, is a practical question, and must have a business basis and conduct in order to function successfully. The main trouble with so many of our organized movements is that they lack exactly this essential practical management and business organization, which the man of affairs can supply. The same knowledge of men and management is equally essential in a great civic organization and in a steel corporation; and it is only in proportion as this ability exists in the man at the top that the organization is successful.

It is all work: exactly the same work, the same call upon the capacity for organization, the same knowledge of human nature in the selection of men, the same call for soundness of judgment, wise decisions; the same responsibility. Even greater is the responsibility; for, in a business of his own, the man is to a large extent spending his own money; in a position of civic responsibility also, he is often spending his own, but more largely he is spending the money of others. Instead of dealing with iron, textiles, leather, commodities, and the welfare of his employees, he is now functioning with human beings almost entirely, and this brings the thrill which is missing in inanimate commerce.

No business man, feeling the call in his heart to retire, need think for a single instant that his hands will be empty or his brain remain inactive; nor need he feel that the same capacities which made him successful in trade are not adapted to the interests which will be presented to him. The one great point of caution and wisdom is that, in his sudden feeling of freedom, he will miscalculate and attempt too much. There is where, I am free to confess, I went wrong, and am still going strong—too strong for comfort or fullest efficiency. The temptation is to take on too much. For in this wonderful world outside of business, a man cannot drive any more horses with efficiency than he can in the world of commercial affairs.

Now, the element of 'play' in a world in which there is just as much work as in the business world lies in the psychological joy that everything is self-imposed: all is of one's own choosing, with the instinct naturally pointing to the thing we most want to do, not to the thing that we must do, whether we like it or not. If there is a world that is like an oyster, it is this world outside of business; where one can choose the kind and size of the oyster, and open it as he wills. This is not work. Work is where one works for self; for and from necessity. The other work is 'play,' in that one works for others. Someone will say: 'I don't see the distinction.' No one can, until it is actually felt and experienced. But the difference is there; as distinct as night from day; as marked as sunshine is from rain. A man does not feel the same when working for others as when he works for himself, and this is not empty theory or, what we choose to turn up our noses at nowadays, idealism. It is an actual physical fact.

Interesting and varied as were my duties previous to retirement,—and few positions are more absorbing than that of the editor,—I can truthfully say that never have I felt physically stronger, or more mentally fresh, than at the end of these two years of self-retirement. The notion that an active business man will deteriorate if he retires is, of course,—with the inevitable laugh removed from it,—an idle statement and not worth a moment's consideration. Cyrus W. Field did not deteriorate; nor did George W. Perkins, nor the host of other men who gave up the chase for money for the game of the other fellow. The American public shows no sign of believing that Herbert Hoover is deteriorating.

The trouble with the average business man is that he cannot let go. From habit he has for so many years gone to his desk, that he has become part of it. It has become his shrine, and so assiduous is his worship at it that he turns it into his own execution block. Scores of executives, altogether too long in the harness, are actually convinced—in their own minds—that, if they were to pull out, the wheels of the machine which they have constructed would either creak perceptibly, or cease turning alogether; whereas, the simple truth is that, in nine cases out of ten, they would revolve infinitely faster and more smoothly.

I have known several business concerns, where the best thing that ever happened to their interests was the absence—generally enforced—of the heads, for three or six months: never did the machinery work more smoothly: never did the ledgers show a larger volume of business and a better profit. One would imagine that these executives would learn from such experiences,

but, oddly enough, the explanation, to themselves and to others, is always that such a result might be shown for a limited period, but that in the long run the business would naturally feel their absence. And all the while the under-executives fondly wished—to themselves, of course—that 'the old man might have remained away a while longer'!

Puck was right: 'What fools these mortals be!' How important we are to ourselves! It is positively pathetic, to how few men comes the realization that they have reached the 'saturation point.' And yet these same men could be powerful factors in new positions: a regeneration would come to them with selfless interests which, in their old positions, would be ever denied them.

So many men have said to me during these two years: 'I know. I know you are right. My wife agrees with you. I ought to stop. I mean to stop, too. But I am not quite ready.' Such men will never be ready. A business man said to me: 'Heavens! you wouldn't want me to leave my business in lean times like these? This is the time of all times when my experience is needed: my guidance valuable.' That was a year ago. His line of business happened to be one of the few which have recently prospered, and so, three months ago, when he told me how busy were his works, I said: 'Well, why don't you retire now?' He looked at me amazed, forgetting his previous remarks, and answered: 'What! Leave my business now, when it is coming with a rush? Why this is the time of all times when they need my experience to show them how to handle the volume.'

The time is never right to such a man. He cannot see that his business could work for him for the rest of his life without his working for it, with executives, younger and closer in touch with modern currents, straining at the leash, eager for more responsibility, and equally able to command.

It is true that I have met men during these two years who have retired from business, and have gone back, and gladly, within a year or two, when the novelty of the changed condition wore off. But in every case there was a distinct reason that does not apply to the average intelligent man.

Of course, if a man retires from active affairs and deliberately devotes his time to idleness, he will soon exhaust the calendar of interest. And it is right that he should. The world is too busy for retired men of that calibre. But I have yet to meet one man who has let go of business in the right spirit,—and I have both met and heard from a number during these two years,—who for one moment regrets his action or has the slightest desire to go back into the harness.

'How does, and how can a man, retired from business, spend his time?' is asked.

Concretely, I should say a great deal of it—too much, alas!—is spent in convincing people why he cannot write this, or speak here, or associate himself with this or that organization, or make an appointment in a day already on a half-hour schedule, or become interested in what one writer believes to be the greatest menace to American life, or what another deems sure 'is the one solution to present world conditions.' Nor is my own experience, I find by comparing notes with other retired men, any different from the overtures that come to any man the moment his community knows that his mind is free from business pressure. Of course, a number of these suggestions are unworthy of consideration: I never quite realized before the bewildering number of disordered minds. But after these are all weeded out, the ratio of thoroughly worthy and desirable opportunities is beyond belief. It is a veritable case of holding one's horses lest one be committed, before he realizes it, to something which engrosses all his time, to the absolute exclusion of even the most minor personal interests. Nor is this to be wondered at when one scans the horizon, and realizes, not only how busy the world is, but how numerous are the problems that cry aloud for solution.

When I retired from my business, I had no set plans, and determined to have none, save that I had promised to write a book. But it was months after my freedom came to me that I could even reach this one definite plan in mind. My vacation was a brief one, of just two days, when I was plunged into one of the most engrossng tasks I ever attempted, and which consumed my energies for weeks. And so it has been for two years, and I fully expect it will be so, if not worse, for the years ahead. The variety is endless. In my own case, my lines tend more to literary, musical, civic, and educational interests. But the opportunities in every activity that the mind can conceive of are equally great, so that no man need feel for a moment that something will not be suggested to him, which will fail of fitting his particular ability or reflecting his special taste.

But the thrill which he will feel most is that priceless sense of freedom with which he can consider, select, and assume. The pressure of obligation exists, but it is different. He is not a paid executive: he is an executive of his own free will. If he enters an untried field, where the structure he is asked to raise begins at the very foundation, the novelty of romantic adventure comes full upon him; and as he blazes untried paths for others to follow, he gets a constructive sense that the new paths he created in business failed to produce.

'All of which,' says the practical business man, 'you can do, and still remain in business.' None of which you can do, and stay in business. I tried it, and I know, and so knows every man who has ever had the two experiences. No man can serve two masters wholly or fully: one or the other must suffer. Besides, the service is not full unless fully given. The problems outside of business today call for exactly the same concentration and single-mindedness as do the problems in the business world. They are equally large of scope and wide in momentous potentiality. It is one thing or another: there is no medium road to the man who would feel the real joy of service. That comes only from complete renunciation of the one and a full devotion to the other. You may experience pleasure from the half-time effort, but not that deep inner satisfaction which comes only to the man who serves singly and solely.

So, I respectfully report to all doubting Thomases:—

'Tired of it!'

Tired of what: one's priceless freedom?

'A theory that won't work out!'

If all theories would only work out so well!

'Ready to go back?'

To what: the bondage of the dollar and the single-mindedness of the trader?

No, my friends, there is a clearer air than all this, albeit no one has more respect for a man pulling his weight in the world of affairs than I have. But not on and on and on; when he has done his work; when he has accomplished and accumulated; and when, as he was given a chance in youth, it is for him to remember it is his duty to give others and younger men the same chance. No man is a good citizen until he has done his part in the world of business for which every man is created; but, by the same token, no man stamps himself as a good citizen who remains in business when he has accomplished, and refuses then to give others a chance and to give himself unreservedly to that public from which his opportunity for accomplishment has come. Only thus does a man stand as a foursquare citizen.

To that man, seeing clearly and forgetting self, Life holds out an experience that no words can describe, and no amount of writing can explain. To such a man, the gospel of the brotherhood of man becomes something more than a note in an after-dinner speech; idealism becomes a reality, as the soul creates the ideal and the mind takes the *l* out of it, and it becomes an idea, firm and established in the minds and lives of the people. He realizes, as he cannot in business, that the dreamer precedes the doer. Every day it is freshly brought home to his mind that practical idealism is the truest current that can sway and swing great movements. He comes closer to the American public, and his pride and confidence in that public increase and deepen. And while he constructs the thing in hand, he constructs, broadens and deepens himself; until, after a year's effort, the walls of his own mind have stretched to an extent which he would not have believed possible, and which years spent in business would not have brought about. He realizes that wonderful sense which comes to some men,—and fortunate are they to whom the realization comes,—that we are divinely selected agencies, through which a given piece of work is sought to be accomplished, and that he has been chosen.

And greater or deeper satisfaction can come to no man.

Take one large, grassy field, one-half dozen children, two or three small dogs, a pinch of brook and some pebbles. Mix the children and dogs well together and put them in the field, stirring constantly. Pour the brook over the pebbles. Sprinkle the fields with flowers. Spread over all a deep, blue sky, and bake in the hot sun. When brown remove and set away to cool in a bathtub.—(*From the Michigan Health Bulletin.*)

Life Long Recreation*

"In terms of life long recreation," said John Bradford, Field Secretary of the Playground and Recreation Association of America, "the city child knows more joys than the child reared on the farm. I myself love fishing because my Dad taught and encouraged me to fish as a child, and it has been a life long recreation to me, affording continual pleasure. Simple things for people to do are important—more so than elaborate programs.

"Along the water front I once saw a group of men, bowling. These men had learned those bowling games in Italy as boys, and were able to extend this pleasure to later life when they found themselves in a foreign environment.

"I came this summer in my travels upon an artist colony where an artist was making a sketch. The artist noticed a butterfly sailing through the air. From my early training I remembered what kind of butterfly it was, and was able to supply his inquiry. 'That's a monarch, the only one which migrates,' I said, 'going south,' and I was able to point out the tortoise shell and other features. There was something I had learned when I was a boy which came down with me through the years.

"I saw a fringed gentian and picked it. In a few minutes I met a country child and asked the boy if he could tell me what this flower was. He said in rather a surly tone, 'No,—don't know.' I asked five country boys, and none knew. Presently I came to the railroad station and saw a lad all dressed up who had just got off the train. He was a city boy and said to me, 'Oh, sir, where did you find the fringed gentian?'

"The city boy knew all about the flower from pictures and stories although he had never actually seen one, while the country boy ignored treasures in his midst.

"Storytelling—another life-long recreation. I can appreciate that pastime, for I used to be put to bed with a story every night. There is great potency in 'Once upon a time'. The Canadian lad knows the love of a story. The story in youth influences our whole life and character. I was asked to tell stories at a girls' college, and when the girls heard that they were to be told stories, they said disdainfully, 'What do you think we are!' Twenty-five came the first night and three hundred the next night.

"When traveling on trains or boats, I have often collected the children and have told them stories.

"In Reading there are many hiking clubs. I was strolling for several miles with a man sixty-seven and remarked that it was quite a hike for him. 'No,' he said, 'I am getting old and folks don't care for me any more, but I love to walk—to get out on the open road or among the trees.' Hiking is a life-long recreation.

"Then there is music. In Johnstown, Pennsylvania, each man in the Municipal Band has played twenty-five years. Each has played some instrument since youth which has enriched his leisure time in later life.

"Reading is a life-long recreation. Every child should learn to read and to love it. As a boy, I read Thackeray and Shakespeare and Dickens. My parents laid the foundation for my enjoyment in later life. Now reading is an outlet and a recreation to me.

"Bowling on the green is another. In Canada, men in every town and city enjoy this pleasure.

"Public speaking is a life-long recreation (for some people).

"*Serving* is a recreation. Some people find their recreation in serving—on Boards of Young Men's Christian Association or other public offices. Some in teaching, and so on.

"Corn husking I used to enjoy. I remember the good old husking bees which I used to attend, and today the spirit is in my heart. Especially I remember the pleasure of getting the red ear which gave me the privilege of kissing the prettiest girl. (Also a life-long recreation!)

"The simplest things are the things which can bring joy and happiness, and these simple things must begin with childhood. After thirty a man or woman is reluctant to begin to study the butterfly or the flower or to read the fairy story, but these simple joys instilled in youth are extended beyond childhood into life-long recreations."

"To me, there is nothing which keeps the people young like games and play," said Mr. S. Wales Dixon, Field Secretary of the Playground and Recreation Association of America. "If they are ever worth anything, they should always serve the purpose of youth. We should never lose our interest in them. They help us to be more companionable with our children, on the streets or anywhere. One of the finest examples

* Summary of discussion at Section Meeting on Life Long Recreation, Ninth Recreation Congress, Atlantic City, October 9-12, 1922.

of what games can do was proven to me in a street organization. A street on which I lived in a newly broken section of town; before fall thirty houses were occupied on that street which had previously been vacant.

"The inspiration started one evening on the porch where a few of us were gathered together. We wondered what we could do to make the place more attractive and how we could provide more interest for the children. We thought first of the children and then of ourselves. We organized the Deerfield Athletic Association and had two baseball diamond celebrations on the Fourth of July. We had a Baby Parade on this occasion, the last born baby being wheeled by the father. The next grade children had sports and stunts. In the evening we had band concerts. The houses were decorated most attractively and people said that it was the prettiest place in town. We all liked our little neighborhood so well that we had no desire to leave town because there was nothing so good anywhere.

"Storytelling on the playgrounds is a worth while event, and to have a child take that story home adds to its value. A story is the finest thing in the world to brighten a home. Many things can be carried back to the home. The time when the parents play with the children should be extended. The older people on the street which I mentioned joined in the community project. The back lots were grown high with weeds. We all got together and cut down the weeds and started gardening, and it wasn't long before our little settlement which was in the outskirts of the city had grown into a thrifty community. Let the men get out with the bluebirds in the early morning and make gardens and fun for themselves. In Hartford, we had an Elderly Folks' Association. This came about as the result of a Fourth of July program. We felt that everybody who was at home ought to have a place on the program. Upon analyzing it, we found that the elderly people had no place, and so we organized The Elderly Folks' Association, and presented the idea to the mayor. The mayor laughed and said that the old people did not want noise and suggested that they have a musical and literary program. This seemed to be a fine idea and it was heartily endorsed. The newspapers took it up and offered prizes—a handkerchief or an umbrella or some useful article was given to the handsomest 'boy' or 'girl.' The lower limit was sixty years of age. They all brought their lunches. The mayor joined them, and they had a happy time. In fact, they wanted it repeated and voted that it be repeated next year. Then came the request that it be held oftener. Now this Association has been going more than nine years, and it is better than ever.

"Fathers and mothers should sing, and they can. Self-consciousness is all that prevents them. In Hartford, a group of fathers and mothers met in the Park House, which accommodates about one hundred and fifty. We began with readings, and in this way we learned a tremendous amount about many things. For example, a great deal of interest was shown in certain historical facts which we read about our city. It was stated that Hooker crossed the river at a certain point and landed at a certain place. A discussion arose about this, and some were able to remember and knew exactly the correct spot. Presently, they were all over their self-consciousness and sang. Finally, trios and quartettes were developed, and now the music is actually good and the spirit splendid.

"We must do all we can to extend the time when parents play with their children. Nothing is more worth while. I have a boy on the high school tennis team. I have 'licked' him three times, but I know my time is short. I want to hike with him and participate in his pleasures just as long as I can. Versed in Nature Study, one is never at a loss for interest in a hike. There is no limit to the possibilities of social development along these lines."

Mr. Charles F. Weller, of Community Service, said, in part, "I can tell you how I got young while living in an apartment on a Chicago street. We kept a dog, a cat, a parrot and a canary, in spite of the limited dimensions of our home. In fact, our neighbors said we seemed to have room for everything but a cow.

"One evening I went out in front of the house and proposed a game of *Pom Pom Pull Away*. This is a simple game, and soon we were in the midst of the frolic. My awkwardness showed that I was getting old. I skinned my knees and did a few other awkward things, but my spirit of youth was renewed. Another stunt we did in Kansas. We got the boys and girls together, picked out an empty tin can from the ash heap, put the can on a box while the youngsters lined

(Continued on page 67)

Training Young America for Citizenship

By James E. West, Chief Scout Executive, Boy Scouts of America

I come not because I want to sell the program of the Boy Scouts of America, not because I think any word from me is needed to impress you with the need of a deeper and broader and new conception of training for citizenship, but I come because I want you good folks engaged in playground and recreation work to know that I believe it to be one of the necessary things in this day and generation. I want you to feel that perhaps while you do not have the same opportunity to be appreciated by the community and by the public in relation to this great problem of training for citizenship as some others, in my judgment you are beginning at the place where it is most fundamental if we are to have a citizenship that is worth while. Because of that conviction I, as a volunteer, was enlisted by Mr. Weller and began to serve on the Playground Association Board of Directors of the city of Washington at the time when Congress refused to carry the splendid program which Dr. Henry S. Curtis had, after years of hard work, developed for the national capitol. Because I believed so thoroughly in playground work I neglected my personal business, and made it the first order on my calendar to see to it that Congress changed its mind as to this vital matter. In spite of the adverse position of the Speaker of the House and the appropriation committee for the District of Columbia, in cooperation with Mr. Hanmer and Mr. Braucher and a few other earnest citizens, we secured a majority on a roll call and established as a public institution on a wholly publicly supported basis the playground system of the national capitol.

This was the first time in history so far as I was able to learn that an appropriation was made for the District of Columbia against the opposition of the appropriation committee. It simply meant that the merits of the work were such as to win the earnest support of sufficient members of the Congress to vote down the adverse recommendation of the appropriation committee. It has been so supported ever since.

Good Health Fundamental to Citizenship

In my conception of training for citizenship, friends, I count as fundamentally important, good health. I believe it is in the power of every boy and girl to be in good health, I believe they will be in good health if the community gives them that opportunity which is their due. And I believe most communities are disposed to give them this opportunity. This requires something more than our school organization, because our school organization is only for a part of the year and only for a part of the people. It requires a playground and recreation program. It requires more than that. It requires leadership, trained leadership. How well I remember in that fight we made that Jim Torrey of the House of Representatives with all of his brilliancy, in speaking in opposition to our proposals, stated that you might just as well undertake to teach a fish how to swim as to teach a child how to play, showing thereby an ignorance, a lack of appreciation on the part of the everyday person as to what leadership in recreation is.

We are all familiar with the life of Theodore Roosevelt. We know how he as a young man made it his business, before he amounted to shucks in public life, to make himself physically fit. In this great movement I have the privilege to serve, we place as fundamentally important the consideration of physical strength. Every scout takes his oath: "On my honor I will do my best to do my duty to God and my country, and to obey the scout law, to help other people at all times, to keep myself physically strong, mentally awake, and morally straight."

Thus we who are in the work of the Boy Scouts of America, having as our objective, character building and citizenship training, count as a matter of primary importance physical fitness, and you who are in recreation work are achieving highly to that end. More power to you!

Citizenship an Attitude of Mind

What is training for citizenship, assuming that we have physical fitness, assuming that we do get over to the public, to the boy and the girl in America, the idea that it is within their power to make themselves physically fit if they will submit to the routine which brings physical fitness,—

* Address given at the Recreation Congress, Atlantic City, N. J., October 12, 1922.

what more do we want? I might give you technical definitions. I might tell you what some of the learned scholars have said. When I got through perhaps you would understand the findings of that commission which Dean Russell tells about, appointed immediately following the war by teachers to look into the question of citizenship, of Americanization, and see what was lacking in the colleges and schools, and see if they could find a bright spot to which they could point with pride. This commission in its reports found for the most part that there was vision and in some instances a system established to tell people about government, and, in some cases, to teach people how to function as a part of that government, yet it found everywhere woeful lack of definite program and procedure to do the thing which in its judgment, and in the judgment of all of us who believe in the scout method of learning by doing, is fundamental, for putting over this idea.

I agree with the last speaker when he tells you that we should not think of citizenship in terms of the future as it relates to the boy and girl. We ought to think of it in terms of the present. In our judgment, citizenship, summed up in just a few words, means spirit, or an attitude of mind. It does not matter to me whether a boy lives on Fifth Avenue or on the Bowery, in the country or in the large city, but it is highly important that as a growing boy he be exposed to those influences which give him a basis for determining for himself what is right and what is wrong, and give him a basis of feeling that he is definitely related to organized society, that as a citizen he has responsibility, not merely a privilege. So we in Scouting are working along on a program with which you are familiar. We begin with the boy of twelve years, and put him into a patrol under a leader who is a boy of his own selection, with three or four patrols in a troop, managed where it is done wisely by a senior patrol leader with a scoutmaster cooperating to bring out of the patrol leaders those qualities of leadership which bring definite results in giving the boys the right attitude of mind. We follow a program which places upon the boy the responsibility of deciding for himself what he will do. An unlimited opportunity is given him. We try to make him feel conscious of his obligation to do something worth while, to do daily a good turn, to be responsive, to be helpful to others.

Conscious That He's on the Team

This is made possible, because the activities are all definitely related to the motto, "Be prepared" —be prepared to serve, to serve others, the community, the state, the nation, and then deliberately to go out of our way to find opportunities for boys to render service. Some of you remember the great dramatic service the Boy Scouts rendered during the war. It was dramatic. I refer to it because I want to bring to your mind what is possible through organized effort. One out of every three of the subscriptions for liberty loan bonds of the United States Treasury was brought in by a Boy Scout,—a splendid accomplishment. And so were other war activities, and great community activities going on today with less publicity and less opportunity for dramatization. And so we are striving to give to the boy the right attitude of mind. There is no better way than to give him a position of responsibility in connection with organized society. Our clean-up campaigns, our walk-right campaigns, and all of these other forms of civic activities, are deliberately planned, not only to help the community but also to give the boy a consciousness that he is on the team for law and order and decency. It gives opportunity to establish the right relationship to organized society so that the boy feels that he is a part of it,—a citizen, if you please, although he may be but twelve, thirteen, fourteen, fifteen, or eighteen years of age.

Yes, we believe there is such a thing as training for citizenship without necessarily a long detailed expert knowledge of the thing, although we believe that knowledge is a part of the training, to some degree at least. Do you realize exactly the conditions as they are in this country of ours with reference to the degree of training which the everyday boy and girl gets for citizenship? In this country we have made a wonderful program along the line of really intelligent, scientific study about the facts and conditions affecting our material resources. The great government departments at Washington at the expense of millions of dollars annually bring to our attention, according to the nature of business in which we are engaged, those facts which enable us to know accurately what conditions are. The corn crop is not only estimated nationally, based upon information gathered by paid agents of the agricultural department, but actual, definite report is made of the harvest as gathered. The same

with wheat, and material resources in other lines, and with all kinds of manufacturing. We know very accurately what conditions are affecting these vital interests. We know how to get the best results out of the ground because the Department of Agriculture will give us for the asking expert advice on the subject. We know how to get a hen to lay the greatest number of eggs, how to fatten cattle. Millions of dollars are spent in that way every year.

No National Advice for Making Citizens

Sophie Loeb's recent book, written to arouse the people of New York to a further interest in its children, tells the story of a widow with four children. Remembering how their former prosperity was due in large part to the advice which her husband has received from the departments at Washington, she wrote a letter something like this: "My husband was successful because you advised him. He has died. He has left me with four children to care for. Will you be good enough to tell me how to bring them up into citizenship so as to be a credit to him, to me, and to the nation?" The letter went from one department to another. After about three months, having had no reply, she wrote again, and this second letter caught up with the first one on somebody's desk, and the clerk wrote back: "Your lettel was received and has been to this department and to that department. I am sorry to tell you that there is nobody who can officially give you any advice whatever as to how you can get better results in your effort to raise your children."

We assume, friends, that because we have a great public school system, this democracy, dependent more than ever before, not upon the leadership of a few but upon the cooperation of all, we are apt to assume, I say, that the democracy is safe. We perhaps forget that because of the generosity—shall I say generosity?—or because of the indifference and ignorance of those who have been in positions of responsibility, a condition has arisen so that there is in this country a foreign influence to the extent that one out of every three is either alien born or is under alien influence. I do not suggest that from this great group of men and women there is not coming a great deal that is desirable to America, much that is desirable does come but the mass is a great deal for us to assimilate. We are apt to be content in assuming that all is well because we have a great public school system and wonderful churches,—that we shall come through somehow. What we know of the facts—the great departments at Washington cannot give us the facts accurately—gives cause for thought. The Department of Education estimates that approximately seventy-five per cent of the boys and girls of America leave school at the age of fourteen and that of this great mass of boys and girls under fourteen who are in school, fully one-half are in school for less than six months in the year, and worse yet, that nearly one-half of them are being taught by teachers who are not themselves even graduates of high schools. Children leave school at the age of fourteen—if they go to school until that age. Twenty-five per cent only go through the high schools. You can see for yourselves that unless they have had firmly embedded in their hearts and souls something that gives them the right attitude of mind towards organized society, since no adequate training along the line of civic responsibility is given in our public schools, they are going actually to stumble into citizenship without preparation, dependent for the most part on the leadership of the politician whose primary interest in them is a selfish one. No, friends, I wish time permitted me to give more of the picture of conditions affecting this great country of ours. They are such as to make it necessary for all of us engaged in social work, no matter in what line, to unite in cooperative effort, so that all of these movements dealing with the youth of our land, whether boys or girls—one is needed, as much as the other—any agency which is attempting to provide a program and leadership for boys and girls during the adolescent years, so as to supplement the work of our homes, schools and churches may be given our hearty support, in order that we may make sure that this democracy has a trained citizenship.

The Total of All Leadership Is Not Yet Enough

The reason the Boy Scouts of America, with its 550,000 members and 127,000 men giving volunteer service, has been favored and permitted to prosper as it has, is because we have been making just a little bit of a contribution along these lines. Splendid as our work is, and growing as we are, what we are doing is after all, so small in comparison with what needs to be

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Training Young America for Citizenship*

By Lester F. Scott

Executive Secretary, Camp Fire Girls of America

When I was first asked to speak on this subject at the final meeting of the Recreation Congress, the thought at once came to me, "What new thing can possibly be said on this subject?", the most important subject that there could possibly be in a democracy, and I thought before I came to the initial meeting of the conference on Monday evening that I knew just about what I was going to say to you. But since hearing Joseph Lee speak on Monday night and attending all of the section meetings that I could possibly squeeze into and missing many others that I wanted to attend, I have discarded every thought that I had and will spend the time allotted me in a review of certain of the meetings that I have attended here in these four days.

May I beg leave of the chairman and delegates to digress for a moment to say that personally I have gained more from this conference than from any similar gathering that I have attended in years. The spirit shown here has been so evidently one of eagerness, and cooperation with others and a thirst for the new methods expressed so frankly on all sides that it has been somewhat of a surprise to me, and I am leaving the conference with a deep feeling of humbleness and a certain knowledge that I personally have a very great deal to learn concerning the place of recreation in the field of modern education. I have also a feeling of thankfulness that I arrived in time to attend the meeting of the opening section and that I stayed through. When the invitation first came it seemed to me that it would be impossible for me to come to Atlantic City and spend practically an entire week but I am glad indeed that I got here in time to hear Mr. Lee say one thing that has stuck in my mind throughout the four days as of vital importance in the education as well as the recreation of all children.

As I said before, I am arranging this short talk on the skeleton provided by a series of quotations from addresses made here at various meetings and by impressions that I have received while in Atlantic City. First of all there is a verse in Isaiah of which I have always been extremely fond. It is this: "Without a vision the people perish," or as it has been translated: "Lacking a vision the people scatter abroad."

Second, I heard Dr. Crampton say at the section meeting on Physical Fitness for America, in describing the death from pneumonia of a certain man, "That man had no right to die for he owed the community twenty years more of useful service."

Third, Joseph Lee, in opening the conference, said this: "Every child has the right to be exposed to art"; and again, "We must discover a way to develop a tradition of play."

Fourth, last night you heard Mr. Taft in his splendid talk on *Beauty in the Home Town* say this, in describing the cathedral builders and how they cooperated: "Every man in the village seized the rope and hauled the great blocks out of the quarries and when the great structure had been reared above the roofs of the city," (quoting from an ancient chronicle,) "they ended their labor and went their way and left a miracle upon the plain."

Fifth, this afternoon in following the boardwalk toward the inlet, I stopped outside a bookshop and examined a booklet called *The Runner's Bible.* On its cover on two tablets was this quotation from the Prophet Habakkuk: "Write the vision and make it plain upon the tablets that he may run that readeth it; for the vision is yet for an appointed time but at the end it shall speak and not lie, though it tarry; wait for it because it will surely come." Again, "Write the vision and make it plain upon the tablets that he may *run* that readeth it." That doesn't say what you think it said.

Citizenship is Behavior

What have all these to do with citizenship? Citizenship to my mind is not technique; it is not machinery of government, however necessary such machinery may be. No amount of following rules will ever develop citizenship. Thought must be induced. Thought can only be induced by presenting an uncompleted problem for completion. Citizenship is behavior. Citizenship is a state of mind.

* Address given at the Recreation Congress, Atlantic City, October 12, 1922

A month or two ago a graduate student in Columbia University, studying for his doctor's degree, spent the evening at my home. His subject was zoology and he was preparing his thesis on a certain definite phase of Animal Behavior. He was studying the actions and reactions of a group of leaf hoppers, minute animal forms that destroy the leaves of vines. He deprecated the fact that the results of his investigations might lead to commercial benefit for someone. He took great pride in the fact that the great world of nature, its trees, its birds, its animals, held no interest for him. He was a specialist. He was interested in pure science. To me his whole plan of life and his activities seemed essentially hollow for he left out of his philosophy entirely the results of his labors on the behavior of human beings. Citizenship comprehends the actions and reactions of human beings upon each other. Citizenship must be made interesting. It is not merely balloting or nominating or functioning as a portion of the government. It is daily behavior. The proper kind of citizenship demands a life overflowing with joy. It is intensely human. It demands preparation.

A day or two ago I had a most interesting conversation with a man at the head of one of the great community houses in the middle west and he told me of the activities carried on in a city near his home in preparing young men for citizenship. It occurred to me then that we were confusing our terminology when we spoke of citizenship. Those young men were not really being prepared for citizenship. The citizenship of each one of them began the day when the doctor made the traditional announcement to the father of the family, "It's a boy." They were living intensely as citizens of the community from the moment of their birth and they owed to their communities as long and as useful and as active a life as possible. As Dr. Crampton said, "That man owed to his community at least twenty years more of useful service."

Good citizenship demands healthy bodies and builds healthy bodies and healthy minds in order that it may repay in service to the community.

Citizenship Demands Beauty and Joy

I have said that citizenship demands a life overflowing with joy. Such a life can only be thus full when the leisure time of the childhood of the race has been devoted to those things which later on become what President Eliot calls "The durable satisfaction of life." In other words, as Joseph Lee said: "Every child has the right to be exposed to art." Citizenship demands that every child shall be permitted the right to attempt to create art forms that the enjoyment of the beautiful may be a part of her everyday life as is the enjoyment of food and sleep. We need have no fear for the artistic future of America if we permit the children and the adolescents to build our artistic traditions for us through constant exposure to all that is beautiful that has gone before.

Long ago I heard a very wise teacher say that there are just three rules that underlie the bringing up of a family or the teaching of any student. They were these: first, *patience;* second. *patience;* and third, *patience.*

Speaking of traditions, we have built many traditions for ourselves around the life of young people and most of them do not square at all with the behavior of young people. One of the most famous of these is, and it is a stock witticism and I have heard it said many times at this conference concerning boys and girls: "Oh, if they only worked the way they play." It has been a habit to depreciate the desire of girls and boys to spend their time in useful accomplishments. In other words, they don't like to work, which is but one way of saying that they are lazy. One has only to speak these words to see what an absurdly ridiculous statement it is. Never in the world's history has the rising generation been possessed of a more abounding energy displayed in more astonishing ways. We have only to list the names of some societies for the suppression of this and the suppression of that to realize how modern social organizations attempt to curb this energy. Our difficulty has been that we painted "work" the wrong color. We should have dipped our brushes in purple and gold instead of gray and black. If you want a practical demonstration of the influence of color on habit, ask any bookseller which books sell the fastest and he will always tell you the red books.

Why are we so afraid of associating the idea of work and beauty? Why do we always insist on making work hard, and, conversely, on trying to prove that beauty has no practical application and is a thing apart? There is a school teacher in Morristown, New Jersey whose name is Morton, who has written a very beautiful and a

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Training Young America for Citizenship*

By Rev. Roy B. Guild
Executive Secretary, Commission on Councils and Churches

A group of church leaders at the close of the war were seated around a table in the Union League Club in New York City, discussing some of the things that we had learned from our war experiences. Bishop Reese of Ohio said, "There are two words that have come out of the war that ought to be wonderfully helpful to us all, because they are now enriched by those experiences—the words, community and communion." We had been talking about the need of the churches being closer together. We had agreed that there ought to come a closer communion of communions. Let us use the word communion—not the word denominations—thus denoting fellowship. Community and communion. The church and the community—how closely they ought to be linked.

In a typical Texas town of about five thousand people, I met a typical Texan, six feet two inches in height, broad shouldered, an altogether delightful man. In that town there had been a series of depredations. Several stores has been broken into. These depredations had been occurring with marked regularity. The persons committing them had not seemed to want money, but each time there would be missing so many cans of salmon and sardines and so many boxes of cookies, and other things of that character. Only once was a till broken into. The town marshall kept an eye on every train that arrived, but the robberies went on. One day some of the boys of the town disappeared. It was a source of anxiety to some parents, but a relief to the rest of the community. Stories began to come from down the river. Finally came the news that those boys had been arrested for stealing about twenty boats, which they had picked up on the way down the river. The immediate result was that everybody called the boys "the boat gang." The boys wanted a vacation, and having no money to finance the expedition, they had broken into the stores to get their provisions, and had taken the boats for transportation. The big Texan already referred to said: "Let me go down after them." He brought the boys back. Instead of taking them to the lockup, he took them to a playground. He went to the merchants of that town and said: "Let us give these boys a place to play which is their own." He raised the money, and the boys built their own fence. He had never studied the psychology of the boy, nor attended a playground conference, but he knew the sense of proprietorship that every boy has. Some of us have not discovered the fact that we must let a boy have his own corner of the house where he can do anythng he pleases. So he gave them a playground with a fence around it.

Then this Texan acted as a splendid churchman should. He did not say what the church ought to do, but he went about securing money for a winter building. The boys erected the building and made the furniture. The man worked out a ritual for the club life, which made membership mean more to them. They did not smash the furniture. The outcome was that in that town they had the finest lot of boys in Texas.

The Church Is Concerned with Citizenship

What are the implications of this story? In the first place, the boys were bad citizens and were becoming worse. In the second place, the church was concerned about the citizenship of those boys. In the third place, the church believed that pleasure and citizenship had something to do with each other. In the fourth place, they all combined in a community proposition to develop those boys into good citizens.

The church must be tremendously concerned about citizensip or fail. The chief objective of the church is to make good citizens. Let me repeat it. The chief objective of the church is to make good citizens, not good citizens up in heaven, but the chief, immediate task of the church is to make good citizens now and here on earth. My authority for that statement is the work and the teachings of Jesus Christ. The Founder of the church had as the objective of his life the establishment of a kingdom, and his disciples were to be the first citizens with Him. They were to go out and develop other citizens.

* Address given at general meeting on Training for Citizenship, Ninth Recreation Congress, Atlantic City, N. J., October 12, 1922.

Do you recall the accusation on which He was sent to Calvary? It was because he declared he had come to set up a new kingdom. At the beginning of the Passion Play there comes the evidence on the part of the Christ as He moves out in triumphal procession, that it is an act of his citizenship in establishing His kingdom in His fight for righteousness. And another interesting thing is that the children are there. When they come in the triumphal procession, among those who join in the press, are the children. The interest of Jesus in the children is shown as he enters into conversation with those who would silence them. He tells them that if the children were to keep quiet the very stones would cry out. Then Jesus turned from the children and went after the Temple grafters. Then it was that trouble began for Him. Immediately his enemies determined to put Him to death. It was the effort to establish a present kingdom that brought that about.

I do not need to dwell upon the point with this group, that the objective of Jesus was the establishment of a kingdom. "Thy kingdom come, Thy will be done on earth as it is in heaven." I do not know all the meanings of that word, heaven, but when we think of the movement of the stars in all the heavens, and of this as the manifestation of the will of God in the heavens, of the mind and heart of God in the universe, it staggers us. To think that every star in that immeasurable universe moves in perfect rhythm. In some way or other the object of the church is the establishment of citizenship in the kingdom which must be in comformity with the law that as all nature is in perfect rhythm with the Will of God, so mankind must obey His laws.

Piety and Pleasure Are Inseparable

Let us keep in mind that there is a close relationship between religion and pleasure. Piety and pleasure are inseparable. We have not always thought so. We have thought that a pious person must have a long face. In Old Testament times, they held the dance and the prayer meeting at the same time. There has come some change in the dancing, I will confess, and likewise some change in the prayer meeting. There was the twofold expression of happiness. When I read in the Psalms: "I was glad when they said unto me, Let us go into the House of the Lord," I think of Johnny's mother who wanted her boy to be an ideal man and so kept him away from the other boys. She wanted him to like to go to prayer meeting, so she would say to him, "Now, Johnny, if you are a good boy, I will let you go to prayer meeting with me." Well, the circus came to town and finally Johnny's mother was prevailed upon to let him go. When he came home she asked him if he enjoyed the circus. He said, "Did I enjoy it? Oh, Mother, if you would go to the circus once you would not want to go to prayer meeting at all." There has come a separation of pleasure and piety in this country, and the small boy prefers the circus. I believe that we must link the two together, so that we may have some of the praise meetings of ancient times that there may come out of them something of that spirit of the grand old psalms that, like them, will go on down through the ages. Pleasure and religion are inseparable. We must see to it that we have the two. "Who for the joy that was set before him."

The Important Thing in Citizenship Is Character

The next point is that in all our work to bring up the citizen, we recognize what has been said again and again that play makes for character. The important thing in citizenship is character. The better of two citizens is not the one who knows all the methods of government. Sometimes he is the worst citizen. The very best citizen is the one who knows all about the method and has the character along with the knowledge. I have been more concerned with my three boys about how they played than about how they worked, so far as their moral character goes. As the boys play in school day life, so the men will play the game later in the business world. The church, if it is going to make good citizenship must be concerned about these things.

There are two or three ways in which the church may do this. There is, first, the play and recreation life of the local church. That used to cause us a good deal of trouble. I believe in having a gymnasium in the church. We have fine accomodations for the women—kitchen and dining room, and parlors. And in them the women serve dinners for the men. But many churches have not thought to spend anything for the boys in the church. In Topeka there was a physician who believed that the boys of high school age could be held to big things. He

brought four other men together to help, and the story of how they held the boys is a wonderful one. Dr. Van Horn was a physician with a large practice. More than once when he was with the boys in the club room of the church, the telephone would ring, summoning him to a sick room. Repeatedly he would call another doctor to take care of the patient, while he would stay with his boys' club. This explains his success. Those boys grew to love that church. We had billiard tables—one family left because of that. One of the boys was crippled. Here in the club he could play with others. When he grew worse and was about to die, he expressed his faith in a simple way: "Everything is all right. I am not afraid to die. I have been square with every fellow." I wish all of the deacons and trustees and officers of the churches could say the same thing. We were making citizenship there. Practically every fellow went over in service in the great war.

Another thing,—we must have home play. The average boy can have one object of loyalty, and that should be his home. I thank God that all over this United States homes are taking up the problem of the home life and home play.

Mobilize the Good Forces for the Protection of the Young

The next thing is to mobilize the good forces of the community for the protection of the boys and girls. That is the thing to which I am giving my life. Next week, we who believe in the cooperation of churches and are working for it, are to meet in Washington in conference with allied agencies, in order that we may study together how to avoid confusion of issues, how to simplify them. "Thy kingdom come, Thy will be done, on earth"—that prayer will be answered in any city when it becomes safe for the home and for every boy and girl. I wish in all your cities you who are interested would have a great meeting and, as Jesus did, set a little child in the midst, and say, "What is there in this city that may hurt the character of this child? Let us write it down." I have seen two great programs for public welfare made up of the things that might menace the growth of a child. Those things challenge the playground association, and other social service organizations. That is the negative side. On the other side let us put down the things that will help to make character. Try that out, and you will have no trouble in laying out a program of work for your community.

What can we do? The churches are cooperating as never before. We can point to results. In forty towns the churches have come together with all other agencies to form a sort of board of strategy, for the protection of its boys and girls. In Norfolk the pool rooms decided they would like to make more money, and so they planned to lower the age limit. They employed the best attorney in town to go to the City Council and put in a petition that the law be changed in regard to the age limit so that boys of eighteen might enter pool rooms. In that town the churches had followed the plans of the Chamber of Commerce and organized the Council of Churches. When this petition was presented in the City Council a man there telephoned the Secretary of the Council in regard to it. He called the other people whom he knew would be interested—the Chairman of the Women's Department of the Council, social service chairman, and others. They went to the City Council at its next meeting to protest. One man made a statement for the churches, a good woman made a statement for the Women's Clubs; another man spoke for the men of the city. At this point the attorney was becoming nervous. Then came a letter from the Judge of the Juvenile Court, saying that he had long ago discovered that most of the depredations of the boys were hatched in the pool room, adding, "If you are going to change the age limit you will have to create another Juvenile Court to take care of the increased delinquency." The attorney then threw up his hands and exclaimed, "For heaven's sake call them off!" He withdrew the petition and congratulated the officers of the Council of the Churches on the ability to mobilize so quickly, and to speak so unitedly in the interest of the youth of Norfolk.

In Indianapolis, in a theatre, a show was being given that was so bad that the Secretary of the Council of Churches called up the chief of police. The chief knew the whole moral force of the city was on the other end of the wire. He replied, "If what you say is true, I will stop it." It was stopped, under threat of permanently revoking the threatre's license. Why is the church concerned with the character of commercialized amusement? That Secretary with two social workers saw high school boys in that theatre on the first day, and by the time that

act was to go on a second time, they had counted two hundred boys of high school age in the audience, and they said, "We must strike together for the moral sentiment of the town." Mobilize so that these things that are detrimental to the training for citizenship may be prevented. The church may be imperfect, but the church has kept us in touch with that One who called us to serve in the kingdom. The important thing is that there shall not be duplication, but cooperation. We value this principle, and our object is that in any city where there is an organization that is looking after recreation, the business of the Church Council is to throw the whole moral force of the churches back of that movement, or back of any other organization that is peculiarly fitted for a certain purpose, so that in all this work for the social welfare, there may be on your part the consciousness of a very real—not just a prayerful—but a very real support of your efforts. When we see that you have a full program we will aid with all the strength that is in the churches.

Our children teach us many a lesson. As I was sitting here tonight, looking out over this audience, after this four days' session, I felt that it was a marvelous thing that so many delegates were here to the closing moment. I had said to myself earlier in the day, "Not many will be left here tonight, and I will be brief." Some years ago, we had company in our home, a very dignified kind of company. When we sat down to the table, I said the grace. I do not know just what it was, whether the grace was longer than usual or whether something unusually good to eat caught my small boy's eye, but suddenly I felt a pull at my elbow, and heard an earnest voice, "Say Amen, Papa." So this is the amen I will say now. Remember that we are all in the same great game, and it is a wonderful game. I like to think of everyone's life work as a game. People ask me if I do not grow weary in the work of bringing churches together. There are divisions, and difficulties, and things to overcome. It is a great game to play. It is a great game to build up all these forces for good. It is a great game, in which all you who are in the Playground and Recreation Association play. You and the churches must play it together. What is the objective that brings you into line? What is the goal? "Thy kingdom come, Thy will be done on earth," now and here,—that is the great objective which all of us have. That is the real citizenship which we must establish, because, friends, make sure of this: you have no greater assurance of your citizenship hereafter than you have of your citizenship now, and the one is in proportion to the other. What a privilege ours is! God grant as we all go back to our communities that we get all the people of our city to consider the youngest child, and take the challenge to make your city the best place in all the world into which a boy or a girl may be born.

Playing under Difficulties

The correspondence of the Playground and Recreation Association of America is exceedingly varied, but of the hundreds of requests for information and help which have recently come perhaps none is more appealing than the following:

"I am a little country school teacher, teaching in one of the backward sections of Florida. I have never played any athletic games, in fact, have only seen a few games of basketball, so know nothing at all about such things.

"But I want to interest my children in athletics. We have a baseball diamond fixed, and the children play with bat and ball, but they do not know how.

"We are also fixing a basketball court, have ordered ball, goals. I have secured rule books but can't understand them well enough to teach the game. The children have never seen a game, nor the grown-ups, either.

"A high school principal advised me to write to you, explaining my plight and said he was sure you could help me.

"I am very anxious that my children have a better chance than I had to learn those things. They do not know how to play, are full of malaria and hook-worms, but I am trying to teach them that to be well is much more interesting, to others especially, than being ill.

"I have thirty-five children, ranging in age from six to sixteen but our average is about twenty. 'Ague' is principally the cause, but I think if I can get them interested in something they will make a greater effort to get well and do better.

"Please give me information regarding badge tests. Any help you can give me will be greatly appreciated."

Town Planning

By Frank E. Wetherell

An interesting bulletin has been issued by the Iowa Town Planning Association which is designed to inform Iowa cities and towns of the meaning and benefit of city planning. A great deal of emphasis is laid on the importance of parks and playgrounds which, the report states, should be maintained for recreational service rather than for show.

The first suggestion is for a down town park large enough to contain any public buildings which may be necessary and still leave sufficient breathing space so that no "over-efficient custodian need post his 'keep off the grass' signs."

The second recommendation is for enough acreage farther out of the city to provide each residential section of the town with a park. "Improve these with your available funds, with camp stoves, tables and seats, shelter houses, water, and toilet facilities so the people can picnic; or perhaps have camping spaces where the motor tourist is invited to tarry awhile. If you cannot do it all at once, make your funds count year by year. Provide for tennis, croquet, baseball, pitching horse shoes, skating, boating, coasting, toboganning, and winter sports of all kinds, insofar as the selected areas may be suitable."

The report next recommends that still farther out, possibly beyond the corporate limits, a farm or two or other property may well be bought for future needs. "The rent should carry this land, but you should reserve portions of it for golf courses and public camping grounds. It may be necessary for your city to become 'land poor' for a while, but the coming generations will appreciate your foresight."

"Clean up your water fronts," is another suggestion. "Redeem them from private ownership. Clean up your railway approaches—a city park in front of the depot may be a most attractive place. If properly situated, this might well be your downtown park. It will make a lasting impression on the traveler passing through your city in indicating to him that your people have some interest in the city's appearance, and that the town is alive.

"Go out into the outlying districts and buy up a few acres of dumping grounds; land perhaps almost valueless at present and really a detriment to the neighborhood. Establish there a public dump where earth, ashes, building construction waste and all rubbish, if of organic character, can be deposited. In only a few years you can send someone out to level it off—plant some trees, shrubs, and grass—spend a little money, and you will surprise your people at the results you have obtained for almost nothing.

"Parks are the playgrounds for people of all ages. The children should have liberal allowance of space in these parks and, in addition, there should be provided areas of from one to five acres every half mile throughout the residential section. Provide sand pits, regular play apparatus, swings, teeters, ropes, outdoor games and all such with a trained leader."

As a final recommendation, the report urges the area of the school playground for more general use with the school buildings used as real community centers, "fostering that neighborhood spirit which is so necessary to keep the people away from that metropolitan condition of not knowing who their neighbors are. Better cities make for better neighborhoods, and community spirit makes for better citizenship."

The provision of adequate land for park and playground purposes is a municipal responsibility and it is most encouraging to find city planners urging that more land be set aside for the leisure time interests of the citizens.

An All-Girls Athletic Meet

In view of the present day discussion of girls' athletics, Baltimore's method of meeting the situation will be of special interest.

Under the auspices of the Baltimore News, the Public Athletic League and other organizations, an all-girls athletic meet was held in the Armory on January 13, 1923. Twenty-seven hundred girls from thirty-two schools enrolled for entrance, and there were eighteen hundred and fifty participants. Ten thousand people crowded the Armory as the girls who were to take part, led by the band from the Maryland Training School for Boys, marched in. More than one hundred women officials, selected from the ranks of the athletic directors of the state, were in charge of the events.

Play started at a given signal, and several events were run off at one time. The events were as follows:

(Continued on page 61)

A Bunch That Runs Things

V. P. Randall

The chairman of the recently organized Community Service Recreation Committee was discussing with the newly appointed executive secretary the question of a big community picnic which had been proposed.

"We simply can't attempt it," protested the chairman. "In this town a few people are compelled to do everything. This will all come back on these few hard working ones and they will have the whole load to carry."

"But," countered the secretary, "if I can get a committee together that will do the necessary work, and which does not include any of the people mentioned, what then?"

"You can't get them," the chairman insisted, "but, if you can, why, go ahead."

So the secretary set out in search of committee material for the picnic. Shops and factories, fraternal and labor organizations were drawn on, and in the course of two days he had fifteen men, all factory employees, who had readily agreed to get together and talk it over.

The next night at eight o'clock they met at the City Hall and the secretary, having in mind the chairman's statement that no one would do anything, endeavored to point out as tactfully as possible that the responsibility for community advancement rested on all—that each member of the community must do his part.

"You sure said the truth," heartily agreed one of the men, greatly to the surprise of the secretary; "but in this town there's a little bunch of people that run the whole thing, and ordinary folks like us never get a look in. Why, I'll bet this is the first time any man here was ever asked to do anything but raise money that he didn't have anything to do with the spending. It's the first time in my life that anyone in this town has asked me what my opinion was or what I was interested in." The other fourteen men nodded their approval.

Four weeks later eight thousand men, women and children attended a well ordered and highly successful community picnic conducted in accordance with the plans of this group of men and under their direction. And in this big get-together feature of the town's Community Service recreation program was found a point of common interest where the man who "never had a look in" and the man who "had to do it all" developed a highly desirable degree of mutual understanding, caught something of the other fellow's viewpoint, and learned that, after all, they were pretty much alike and had a great deal in common.

Using Waste Spaces

Moot, Sprague, Brownell & Marcy
302 Erie County Savings Bank Building
Buffalo, N. Y.

February 7, 1923

Dear Mr. Lee:

Mr. George Urban, Jr., of this city has just shown me a skating park that is being enjoyed by about 2,000 children on the east side of this city, where skating parks are not conveniently available. He made it by damming up the surface water on the westerly side of the Lackawanna Railway, just southerly from Genesee Street. The surface water thus dammed up is not over a foot deep, about 100 feet wide, and about 1200 feet long. You will readily see that this vacant space furnishes a safe and convenient place to skate for some 2,000 children and young people, who enjoy it mightily all the spare time they have. In the spring, Mr. Urban has his little dam removed and permits the surface water to drain into the sewer in Genesee Street. This vacant land then becomes a playground for the children of the locality.

I write this to you because you and I have probably seen hundreds and thousands of playgrounds as available for play in the summer and skating in the winter, if only some person with a little mother wit, a little generosity and common sense, and a little ability to get things done, would only do what Mr. Urban has done for the children who enjoy this vacant space, which would otherwise be an eye-sore, covered with weeds and refuse summer and winter. Of course, such cooperation with us is valuable far beyond the money expended, which in this case is probably less than $100 a year. I wish other men like-minded would repeat this service in other cities and towns, again and again.

Sincerely yours,
(Signed) Adelbert Moot

The Utilization of Unused Resources*

By Helen H. Porterfield

Formerly Superintendent of Recreation, Red Bank, New Jersey

Whether we take into consideration the development of a town from the point of its unused material facilities, or that of bringing into play those individuals or organizations now only half functioning, we are dealing with potentialities that prove to be a ready and fruitful asset in the working out of a community recreation program.

And the inspiring part of such enterprise is that no town need wait to begin. Whatever has been the limitation, the ignorance, the prejudice that has retarded the social expansion of any people—these give way in the presence of doing and seeing. Such is the charm of utilization.

Utilization is dynamic. It is the secret of growth and power. Whether applied to known possessions or employed to bring out new capacities it is the stimulating, irrigating, expanding process that builds great talents and makes possible great achievements.

There is no question as to definite results attained. We have all noted with wonder the changes come over persons singly and collectively through the response to the appeal of the recreation program. A few weeks ago the president of one of the neighborhood associations with which I have been recently connected said to me, "Miss Porterfield, you little know what you have done for us. You have opened up a new line of possibilities that we knew nothing about and have shown us things in ourselves that we did not know were in us!"

So also with the development of unused property. Not one of us but has felt the thrill of watching a dark, idle building come into life, lighted every evening—and purposeful, wide-awake people coming in and out—or that of seeing waste land turn into a thing of beauty as a park, or become a center of service as a recreation attraction.

For many months I labored to restore to usefulness a large abandoned theatre possessing a splendid floor with movable seats and standard stage and balcony, located on the water front of a prosperous town at the foot of its main business street—the ideal spot for a thriving civic and recreation center. But the community had not yet awakened to the opportunities of such an investment. Though without public auditorium or recreation hall or gymnasium, without park or water frontage, they still slept on contented with conditions as they had existed in their fathers' time. And not until such a municipality arouses to a sense of civic obligation can it reap the benefit of progressive developments.

On the other hand in the same community among the Italian and colored residents came an eager desire for the work. They saw it as an opportunity and they were ready to work for it. They saw the possibility that lay in a small wooded plot and strip of sand that bordered the river in their neighborhood. They took hold of the idea of a River Park and Bathing Beach and today they have a pleasant shaded spot looking out over the water with a good number of regulation benches purchased out of their own donations—the only public park space in that town. The conflicts that stood in the way of the race cooperation which was needed to bring about this accomplishment were many and tumultuous, but still the idea held. After one tempestuous meeting the insurgent leader of the young Italian men came to me and put out his hand saying, "I am sorry I caused so much trouble—we fellows do want to help." And they did help. The evening of our first actual work on the Park I found myself foreman of a wondrous gang—Italians and negroes, men, women, children, babies, and dogs, armed with rakes, hoes, scythes, spades, shovels, axes, hatchets and sickles. The dominating figure was the great colored dominie who appeared in linen duster and white cravat, broadbrimmed hat and gloves—the reverend Doctor X. All amusement was cut short, however, when he began wielding the spade, making quick work of vines and roots alike, doing the work of three or four men and showing a determination that augured well for the success of any enterprise.

Nor do we know, when interest is once awakened, to what small beginnings may lead. Little did the old grinder of spectacles think of becoming a maker of telescopes until one day his small daughter in delighted play held up two pairs of his glasses and found that they brought the church-steeple close to her.

(Continued on page 64)

* Address given at General Session on Community Recreation—The Recreation Worker and the Community—Their Joint Responsibility, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

Hartford's Former Public Market Now a Play Center

Life has taken on a roseate hue for twelve hundred children between three and twelve years of age, on the east side of Hartford, Connecticut and this is due to a veritable Santa Claus, with a white beard and a genial smile, who dispenses as gifts, not only cheer, but health, amusement and personal safety. This Santa Claus is George Parker, the Superintendent of Parks, through whose efforts the old public market has been turned into a play center and health station for the children of this neighborhood. Two women who are blessed with an unusual amount of understanding are in charge of the center and under their supervision the children play to their hearts' content. Musical instruction and lessons in Americanization and personal cleanliness are also given them.

When the center first opened crowds of children came from all directions to enjoy its advantages. A large majority of them had faces and hands as black as ink and it became necessary to make a rule that no one could be admitted to the center unless his hands, face and ears were clean. In their anxiety to fulfill requirements some of the children trooped down to the Connecticut River and there endeavored to change their appearance sufficiently for entrance. The restrictions have now proved effective and each child appears as clean as can be.

Three small tables are furnished with games of dominoes, checkers, lotto, parchesi and Chinese puzzles. There have also been provided hundreds of building blocks, a huge sand pile, two seesaws, and two slides. Bean bag games, ring toss, rope skipping, marbles and spinning tops amuse many of the children. A circulating library of books of special interest has been supplied and indoor ball games have been arranged which build the boys up physically and furnish a constant source of entertainment as well.

One of the features of the building in which much interest is shown is the part called "Dolland." Here dolls of all types, sizes and descriptions hold sway. The children wash them, put them to sleep, make clothes for them and learn their first lessons in the duties of motherhood.

Another attraction are the two miniature playhouses with walls of chicken wire, furnished with chairs and tables, where the children may play house to their hearts' content.

Health work holds a prominent place at the center. A licensed physician examines babies once a week, giving advice to parents where it is needed. At stated intervals babies are weighed and measured; clinical records are kept and proper nourishment provided for the sub-normal ones. Cradles for babies with a rocking chair beside each provide a place where the babies may sleep and where the mothers may enjoy a bit of rest at the same time. Crying babies are said to be rare at the center.

The building is a one-room structure with several fenced-off side inclosures. Practically the entire roof is a skylight which provides plenty of light, though there are windows all around the sides. The steam pipes are suspended from the ceiling thus safeguarding the children from burns. The attractive decoration scheme was devised by Mr. Parker. Brown lattice work covers the windows and brown colored ornaments have been carved on the white woodwork making a very harmonious color-scheme. Even the coat room is latticed in brown with a white background.

More Playgrounds Their Business

The American Business Club of Chattanooga, Tennessee, is taking as its main objective the obtaining of as many gifts as possible for the city. To this end it is sponsoring an annual Gift Day at Christmas, when all the gifts secured by the club during the year will be announced. The gifts for which the club is working include public parks, playgrounds, free public lectures and concerts, especially good pictures for schools, libraries and art institutions.

The Women's Auxiliary of the Club has chosen as its chief object for the year's work, the expansion of the playgrounds in the city, and citizens who are in a position to make such gifts will be urged to present to the city playgrounds which will be perpetual memorials.

If every man made it a rule to do a little helpful something or other for his town every day, in a year's time it would be the most famous town in the world.—(*From the Albany, Georgia, Herald*)

The Death Toll*

ANGELO PATRI

Author of *A Schoolmaster in a Great City* and *Child Training*

Every day a child life is blotted out on the streets because the child claimed its inherent right to play.

The builder built to the street line and as far back as his fence permitted. He made no provision for the play of the children who were to make his house a home. He was making a paying investment, and what had the play of children to do with a paying investment? So Death takes his toll of a child a day. A soul flits into the Infinite from which it came. The light in a mother's eyes is quenched. The smile of a father's worn face deepens in sadness. Here and there is a voice of protest, but who heeds?

"Children must play and the streets are unsafe. Give them playgrounds where they are out of the terrible danger of the streets," begs the Playground Association.

"Children must play. Their minds' growth depends upon it. There character growth is built upon it. Their health of body and soul demands play," the school leaders pray. "Give us play space."

"The children are learning much evil on the streets. They are brought before us over and over. They need to have opportunity to play in a clean, intelligently supervised playground," the social workers report.

"Save our children from the toll of death. Give us some safe place where they may play and we may go about the business of living without this load of terror upon our hearts," the mothers plead.

And who heeds? Grudgingly and of stern necessity a bit of land here, a roof there, a basement over the way is set aside for the children.

"We've given you the place. Now you'll have to do the rest. We have no money to pay for such ornaments as play teachers and matrons and play equipment. What are you? An idealist? We have to be practical."

Death is very practical. He is swift and unerring and final. With him there is no wavering, no second glance. He comes. He is gone. Another little life goes out. Who heeds?

I'd like to try an experiment. I'd like to see if it is not possible to bring home to the people of a city the fact that Death stalks the children as they claim their birthright of play and gathers his daily toll.

I'd select the biggest, the most solemn-voiced bell in the town. As the day broke I'd begin tolling that bell—slowly, solemnly, its voice would tell the tale of Death's score for that year. For every child life, one long, deep-voiced boom.

I believe if that were done and the reason for it explained that that town would set about establishing playgrounds that were safe for its children. I don't know, but I'd like to try.

Have your schools safe playgrounds and are they open all day? If not, will you toll the death bell for the children lost?

* Published by permission of the author. Copyright, 1922, by Angelo Patri

Major John L. Griffiths Commissioner of Athletics, Western Inter-Collegiate Conference, defends college athletics, declaring that prohibition is responsible for a rising interest in athletics. "Our young men, get the same 'kick' out of prizefights, football and baseball games that they formerly got from the saloon." More people are turning to outdoor sports than ever before, Major Griffiths has found, and the sportinggoods houses are behind in filling orders.

The peoples who have gone in for athletics are the peoples who have gone farthest in real democracy.

An athletic nation is rarely a militaristic nation.

Athletics offer splendid outlets for exuberant spirits.

South America has her revolutions; North America has her athletic contests.

Are We Trying to Abolish Childhood?*

Taking the birth rate as a guide we should say there is no visible movement here toward the restriction of children as an institution. More babies were born in the last statistical year than in the preceding year and a larger number of the babies born in any year grow to be men and women.

Pathologically and hygienically and sanitarily we are white and shining. The subtle and insidious microbe has been completely, or almost completely, circumvented. Perhaps the modern birth event with its gowned and hooded attendants, its mysterious ablutions and rigorous fumigations, its solemn and awe-inspiring formulas of purgation, may suggest to the irreverently unscientific mind the somewhat terrifying ritual of the Ku Klux Klan, but there is no denying the system's efficiency. The statistics are conclusive.

Then every September there is the annual illustration of the schools. Even the best of city governments just cannot somehow keep up with the rush of new generations demanding education. Obviously there is no decrease in the child supply or why should there be every year a hundred thousand or so who cannot get into school?

Oh, no; there seems to be plenty of children—no movement whatever toward elimination—and yet something appears to be wrong. There are those obtrusive tragedies of the streets—broken little bodies constantly being carried in, sometimes for the undertakers, many times for the surgeons. Again there are the gowned and hooded attendants, the terrifying rites,—sterilized efficiency—and a maimed boy or girl facing life with a bitter heart.

There is something else, too—something more disturbing even than the procession from the street to the funeral chamber or the operating room. It develops in the crime records.

In A. M. S. Hutchinson's newest book, *This Freedom,* two modern parents discuss their children. They are lovely children, physically fine and well cared for, much superior, the mother thought, to others. "But," complains the father, "somehow they are different." He couldn't or didn't explain what he meant. But they were different. It was discovered finally that they weren't children at all. They were young, guarded from every species of lurking microbe, nurtured according to the most scientific standards, educated in the most enlightened methods—but when the mother, alarmed, reverted from her business engrossment to her own childhood so that she might achieve a companionship, she found there were no children in her house except herself; only young persons with exaggerated and distorted ideas. They turned out badly.

That mother realized too late the absence of childhood in her children. Possibly that's what's the matter with us. It is asserted that 70 per cent of those punished for crime are under the voting age—children in law and in fact. We are constantly augmenting our police forces, increasing our court facilities, developing our reformatories, inventing new and ingenious agencies to deal with infantile delinquencies that increase faster than our most energetic corrective methods.

We build skyscraping temples of business, huge and palatial apartments of residence and leave the children to the streets. We can find money for docks and courthouses and police stations, but not for playgrounds.

It is not children who are being abolished by modern society but childhood, and two-thirds of our criminals are under twenty-one.

* Reprinted from the New York Evening Mail

New Orleans Broadens Recreation Program

Thirteen playgrounds were conducted last year by the Playground Commissioners with a total attendance of 532,249. The per capita cost was a little more than two and a half cents per child. A new swimming pool was constructed during the season at a cost of $6,800.00. New Orleans is planning to extend the recreation work through the organization of Community Service. "We want to be able to reach every child in New Orleans wth playground, recreational and athletic activities," writes Mrs. A. J. Stallings, President of the Board of Playground Commissioners.

No man has come to true greatness who has not felt in some degree that his life belongs to the race and that what God gives him he gives him for mankind. PHILLIPS BROOKS

Signs of National Happiness*

MEREDITH NICHOLSON

Are we a happy people?

The question wears an odd look. Idly scribbling it on the back of an envelope as a train bore me westward, I found myself uncomfortably disturbed by it. To inquire whether we of great, proud, free America are happy seemed an impudence; almost a profanation. I hastily scratched the question out with a guilty sense that I had committed an indefensible treason against the peace and dignity of the United States. Long journeys compel intensive thinking, and I found myself pondering very soberly the question that had so insolently intruded itself.

My reflections upon history, ancient and modern, brought me up sharply against the Declaration of Independence. "Life, liberty and the pursuit of happiness" gave me momentary consolation, but I choked in that qualifying "pursuit." Why pursue a thing you are supposed to be born with and enjoy to the end of your days? I was sorry I had thought of the Declaration of independence.....

I do not find these evidences of happiness so insistently present as they should be if we are to be exhibited to the rest of the world as a sample of what democracy offers to mankind.

Even on days when the skies are high and I take an optimistic view of the future of the race I am distressed by a certain grimness in the faces of the people I encounter. Evidences of gaiety are hard to find. In those places in our large cities where dancing is permitted and alcoholic refrestment is tolerated it is astonishing that so few of the patrons manifest any joy in the proceedings. The men and women huddled about the tables look as if they had heard evil tidings, and when they address themselves to dancing it is with an air of determination, as though they had resigned themselves to a harsh fate and meant to go through with it if it killed them.

In a retrospective mood I wonder whether there are as many incentives to laughter these days as there were twenty-five years ago. Of one thing I am sure, and that is that in the typical American community where I have spent my life humor is less evident than it used to be. There are fewer wits and story tellers in my time than formerly. I fear mine own Hoosier people do not laugh quite as readily as they once did. Perhaps the quicker pace of life and fear of a reprimand from the temperamental traffic cop kill mirth in the soul of the citizen who in other days halted you in the middle of the street to tell you a story.

Happiness connotes contentment, so that my troublesome question might be altered to read: Are we then really a contented people? . . . If pressed for an answer to the question whether we must not solve pressing social and economic problems before the American countenance registers, proclaims and indicates, I shall reply firmly in the negative. If it is not in us to be happy under present conditions, the redistribution of wealth and the complete revision of existing laws would not assist a particle.

There are no signs apparent of an abatement of the general restlessness. The great war is now rapidly receding; we have reached a stage where it already begins to grow dim in the hazy distance, a monstrous thing, vast in its pathos, which many of us at times fear proved and established nothing, so unstable seem the hard won gains. We were told at the beginning of the conflict that one of the compensations for its frightfulness was bound to be a great spiritual awakening. This did not, however, prove to be the case; at least I am unaware of any impressive and outstanding evidence of it in America or anywhere else in the world. Neither do I believe that to the war may justly be attributed the lowering of moral standards, so generally complained of just now, or the lessening hold of religion upon the popular imagination.

Just what is it, then, with which we now chiefly concern ourselves? Little beyond the strengthening of our position as a nation in material things.

Preoccupation with the material, the glorification of efficiency, the worship of magnitude are not sufficient to make us a happy people. The augmentation of size and numbers only increases the burden we are laying upon our successors of establishing America in the world's eyes as a land of serenity and contentment, attentive to the cultivation of that spiritual grace which does, little as we may like to believe it, make for national greatness.

*December Harper's Magazine. Printed by Permission

Graveyards or Playgrounds?*

By Edward T. Hartman

The Child Welfare Federation,
Philadelphia, Pennsylvania

It is important to consider the drift in the evolution of our cities. It is as yet a matter of drift, for we have not learned to take charge of civic development and direct it towards desired ends. A knowledge of the direction of the drift will help us to see the probable results and it ought to help us to take some steps to improve conditions.

The graveyard space required annually is much greater than the needed increments of play space for children. Graveyard space is, at least in theory and so far also in practice, perpetually dedicated to the use of the person buried in it. The play space serves generation after generation of growing children. With the passage of the ages, therefore, what is to be the condition with which we find ourselves confronted, and what is the solution of the problem?

One place will illustrate as well as another, so I will take Philadelphia, where I have had access to the available figures, though I do not pretend that the figures are more than rough estimates. For the past six years the deaths in Philadelphia have averaged about 30,000 a year. The increment of the school population has averaged around 12,000 per year, for all schools. Every person who has died has received his space, without question. Every living, hopeful, eager child entering the schools has had to take his chances. He gets what his active, money-making, civilized parents, fellow citizens and city fathers see fit to give him.

But let's look at the space required by the one who is gone and contrast it with that provided for the one who is living, the one who is the hope of the future, the one who, with all due respect to the departed, is all we have to depend upon; for the departed are gone, they can't help us. A live citizen is more important than a dead one, but we hold much more reverence for the dead than for the living.

Standard graveyard plans have in the past allotted about 50% of the total space to roads, walks, shrubs, lawns, and 50% to lots. About 25% of the lot space goes to monuments and extra space between graves. This means that actual burial space is restricted to 75% of 50% or 37.5% of the total area of a cemetery. This in turn means that for each three square feet of actual grave space five additional square feet are used for roads, and monuments. Allowing 3x8 feet for each grave, it means a total of 64 square feet perpetually set aside for each burial. Has any one ever said children need that much space for play? The suggestion would be ridiculed, in spite of the fact that ten school children, more likely fifteen, would be served in the space of a hundred years and other tens or fifteens every succeeding hundred years. This means only 6.4 square feet, or more likely, 4.3 square feet, per child as against 64 square feet per burial, even if we provided 64 square feet per child in the schools and discontinued all burial space at the end of a hundred years.

Congestion and costs are, however, affecting the dead. As against the above arrangement allowing 680 burials per acre, which isn't extravagant, plans have been made allowing 1,000 per acre, 1,200 per acre, and even 1,500 per acre has been mentioned. This last terrible and unseemly suggestion, however, allows 29+ square feet per burial for all time, while most of our talk for playgrounds is on the basis of 30 square feet per child. Since ten or more generations of children may use an allotment for play space to each allotment for burial, assuming that an interment lasted a hundred years, it is obvious that the most niggardly provision for burial requires ten to fifteen times as much of the earth's surface as we allot for play in our most generous moments.

Since there are at least twice as many interments per year as there are children entering the schools it means twenty to thirty times as much space for interments as for play on the basis of 30 square feet per child for play; it means that we need to set aside only 2 to 3 square feet per child entering the schools each year to keep up with the needs, and yet we are failing to do it.

Thirty thousand deaths per year, at say 1,200 interments per acre, which is surely more than is common, means twenty-five acres per year set aside for burials. In the hundred years to come t will mean, with increments to the population, perhaps 4,000 acres.

No one seems to know the area of burial space

(Continued on page 63)

* Paper given at the Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

Training of Employed Workers

At the section meeting on the Training of Employed Workers held at the Recreation Congress, Atlantic City, N. J., October 9-12, 1922, Leroy Bowman, chairman, brought up the questions of how specialized we could become in training recreation leaders and how separate such training could become from university training.

He felt that recreation was not a subject in itself but was a part of our very thinking—the present curriculum being cut and dried, killed initiative. Thinking was impossible if all the individual was not focussed—and recreation aided in that. Therefore, he felt that general education was not complete without recreation training. Specialization led the mind along a single channel. Recreation training should not consist of teaching just a bag of tricks but should go deeper, teaching psychology, philosophy and physiology.

Miss Neva L. Boyd, Director of the Chicago Recreation Training School, felt that there should not be special schools, but training should be given by universities. Recreation organizers in giving recreation leaders training classes, which were short and inadequate, delayed the requiring of universities to give such courses. Training, she thought, should be technical. Leaders should be versatile and thoroughly trained. A kit of tools wasn't enough. They must be equipped with a knowledge of youth and the way it expressed itself. Class work should be both theory and practice and conducted on an informal method; therefore the classes must be small for discussions. Field work should be in the recreation field and in charge of a competent person familiar with that particular field. Real arguments for use in the class room were given to the student, she thought, through field work. A knowledge of the general field—delinquency, child welfare and the juvenile court were needed by the specialist. A larger background and the culture of aesthetic qualities were requirements which should be emphasized in the future. Culture and refinement were also suggested as being needed by recreation specialists.

Walter Pettit, of the New York School of Social Work, stated that he felt that the "leisure-time" field was a better title than the "recreation" field. The chief interest should not be in training the specialist who thought he was training for just playground work but since a recreation superintendent was just as important as a school superintendent, a training equal to an executive secretary was needed. A college graduate plus all extra courses possible in recreation prepared one for leisure-time actually more than anything else. A recreation leader should be active in the social work program of his city and not interested merely in the recreation activities.

Dr. E. H. Arnold, of the New Haven Normal School of Gymnastics, felt that what was usually styled recreation for children was a part of the child's education or training. The object of play in childhood was altogether educational. The play of children did not belong in the hands of recreation leaders but in the hands of all those people who were to deal with its education. He spoke of his school, which was primarily one for the training of teachers of physical education. As far as the physical education could be secured through plays and games their school trained for that purpose and since plays and games were used in the recreative scheme of adults to a large extent, pupils were incidentally trained for the recreation of adults. Their students were mostly young women fresh from high school. They were taught anatomy and physiology, some psychology and some pedagogy. In addition they were taught the art of movement which included a thorough training in plays and games both in theory and practice. In two years they didn't claim to make experts in physical education or recreation. They made only apprentices, who, if alert and open-minded and given a chance, would eventually become experts through experience in their field of endeavor.

Robert Teele, Recreation Superintendent of Grand Rapids, Michigan, spoke of the fact that the Grand Rapids playground workers were trained in recreation classes to serve as volunteers on the city playgrounds with the desire of qualifying for a paid position later.

The following resolutions were passed at the round table on employed workers training and recommended to the committee in charge of the next Recreation Congress:

I. That in the consideration at next year's Congress of the training of recreation leaders, differentiation be made between executives and directors and the minor leaders in playgrounds of the training center. The distinction was clearly apparent in the discussion of the short courses for volunteer and minor employed

(Continued on page 61)

Timely Su

A day in the woods in the spring of the year gives a new zest to life

It is not too early to begin planning for this summer's g
Lancaster, Pa., ga

With the cooperation of Community Service Elmira, N. Y., staged a playground pageant

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One of the charming dances in which the children of Detroit's playgrounds took part during last summer's pageant at Belle Isle

gestions

s. These children were medal winners in the contest

Entrance to the auditorium in Visalia, Cal., which is headquarters for Community Service, the Recreation Department and the American Legion

ading pool is main-
l by the Bureau of
and Playgrounds on
lergarten grounds, at
Panama. Hot wea-
s on its way north!

This little chap, who lives in Rome, Italy, is learning the great game of baseball

Captain Kidd and his Cohorts engaged in the Eighth Annual Pageant of the Department of Recreation, Belle Isle, Detroit, Mich.

Practical Considerations in Planning a Playground Program*

By Elizabeth O'Neill

Supervisor of Playgrounds, Division of Physical Education, Board of Public Education, Philadelphia, Pa.

Let us open this discussion by acknowledging a great shortage of trained playground teachers. Let us look our problem squarely in the face and ask what kind of programs will be possible in the future if we are to run playgrounds with untrained and inefficient teachers.

Is it better that we insist upon maintaining a high standard of efficiency and run fewer playgrounds, or change our policy and modify our requirements by opening as many playgrounds with the material at hand as budgets will permit?

During the past summer Philadelphia adopted the first course of action with successful working results, but with many dissatisfied organizations and communities.

In Philadelphia our teachers are spending their days and nights and summers in getting fit, not physically, but mentally, with the result that monetary opportunities at hand are no longer an attraction, because everybody is busy laying up college credits for the future. In consequence of this as well as the fact that playground teachers' salaries were not increased when the general all-round increase was given, we are losing our best teachers. Many of you no doubt are passing through the same experience. The salaries which teachers are now receiving in many cities in their regular teaching positions make it unnecessary for them to keep on doing extra outside work after school and during the summer months as formerly, more especially since the cities and Boards of Education do not make the salaries for playground and recreation work more inviting.

The playground program of the future depends largely upon how the playground is to function. Is the playground to be simply a place of amusement or is it to be looked upon as a training school—a place where future citizens are being trained—where social and moral ideals are veloped and beneficial physical results are accomplished? If it is to be merely a place of amusement a program may not be needed, and the untrained teacher will be nothing more than a high grade policeman. If on the other hand we shall insist upon maintaining a high standard of efficiency and run fewer playgrounds, then a program is essential.

Perhaps in these days of dangerous traffic it may be necessary to have some playgrounds open just to keep children off the streets; but do not call the people in charge of these places playground teachers.

There still exists in the minds of a number of worthy intelligent people a certain amount of prejudice toward the idea of a program on the playground. Do you ever hear of the criticism—"children should not be compelled to play"? Or, "it takes away the child's initiative to follow a playground program"? These critics have never stopped to analyze the reason why the attendance in one playground falls off while in others the children cannot be kept away.

In the playground where the teacher has planned her work and is doing things that naturally appeal to children, the interest is at high pitch. In the playground where only free play prevails the teacher often becomes too lazy even to suggest an idea. It has been our experience that children go where there is most going on. They like to follow laws and rules. You will find them struggling to make rules of their own if the caretaker has not sense enough. For instance, they will insist that turns are to be given on apparatus; that a favored group shall not keep a ball field or a tennis court for an indefinite time, and that other fellows want to play checkers, too.

Assuming that the initial suggestions for planning a program should come from the supervisor or director in charge of playgrounds, a broad general program should be sent to each playground teacher. It should be planned with the idea of serving the needs of both younger and older children. It should give definite time allotments. It should be suggestive. It should embody (1) essential activities; (2) advisable activities; (3) supplementary activities. It should consider seasonable activities. It should be flexible.

(A) Essential Activities
- (1) Play upon apparatus, in the sand and in the water-wading pool
- (2) Games for younger and older children and adults in a recreation center
- (3) Track and field work

* Paper given at the Section Meeting on Daily Programs on the Playground, Recreation Congress, Atlantic City, N. J., October 9-12, 1922

(B) Advisable Activities
  (1) Songs
  (2) Storytelling
  (3) Handwork
  (4) Dancing
(C) Supplementary Activities
  (1) Swimming
  (2) Tramping, camping
  (3) Gardening
  (4) Club activities of a social character

This entire program can best be carried out in a larger playground with a recreation building. Smaller playgrounds and schoolyard playgrounds have simpler forms of supplementary organized activities—Clean-up Squads and Clubs, Safety First League and Clubs, Safety Patrol, Kindness and Band of Mercy Clubs, Leagues of Good Citizenship, Health Clubs, Little Mothers' Leagues.

The leader on each playground must in turn know his or her community and must decide whether her particular playground is a junior playground (one that is attended by children under 10 years of age); a senior playground (one that is attended largely by children over 10 years of age); or a junior and senior plaground attended by older as well as younger children. The majority of playgrounds are of the latter type.

From this general program as a basis the teacher should inaugurate many programs for use in his or her own playground, based upon the knowledge of attendance and neighborhood conditions.

There are many kinds of programs. A few of them follow:

A *General Program* which provides a time for Assembly—Songs, Games, Stories, Handwork and other activities

A *Team Program*—a schedule showing the time various teams will play

Athletic Program—Track and field—Color contest

Special Day or *Exhibition Program,* to keep up the general interest, when parents and the community are invited to see a general review of the work, with some little extra touches in the way of dressing up.

Then there are *Holiday Programs*—Fourth of July, Betsy Ross, Hallowe'en, Thanksgiving and other National Holidays. It is important to include a program for little children of pre-school age, and the *Rainy Day Program* where general activities must be modified and given in a small place—under a shelter shed—in a small classroom or basement.

The *After School Program*—the extension of the school activities must not be neglected.

The program should be flexible. To insure variety and the proper balance the various activities should be put into a time schedule, but the experienced teacher knows that this presupposes ideal fixed conditions which rarely exist in a playground attended by real children; for instance, if the majority of children in attendance at the hour prescribed for team games for older children are little children, who can only play ring games, *tag, cat and mouse,* she immediately reverses the program. Then again, in her period for folk dances if she has had such an interesting and successful period that she is in the midst of teaching a new dance when the time period allotted on the program is ended, certainly she goes right on with her dances.

Our young teachers who are trying to do everything to please the supervisor, and who, in getting their experience, follow the letter of the law, are no doubt responsible for the drastic criticisms that have been made concerning the time program. The young teacher, however, in getting her experience of doing things in a systematic way, has helped the cause in spite of her critics. She learns that a larger or smaller attendance means a modification of the program. A rainy day causes her to use her initiative and meet an entirely different problem. On the whole she learns that as a rule the same activities should be held at the same time each day, but must be adapted to the age and sex of the children as the attendance may indicate, also to the season of the year and the size and shape of the ground. A properly organized and well balanced program is one in which the teacher leads or supervises the various playground activities.

The younger children are at play on swings and other apparatus or with small play material—Ring Toss, Bag Boards under leaders; teams are at play under the supervision of the teacher; everyone is enjoying the freedom of choice under the wise guidance of a teacher who has posted the time various activities can be enjoyed.

The majority of children stay about two hours in the playground. Many children have home duties, and can run into the playground only for short periods. These children scan the Bulletin Boards and Posters and choose the time to come for the activity they like best. For this reason

we have found that it pays to advertise. Posters, such as *The Two Servants* may keep children guessing for a week, and may be used as a means of suggesting lessons of Health and Cleanliness.

A poster showing a dog taking a bath, with the inscription, "Spotty is taking his bath; have you had yours?" will call the attention of a child to his own carelessness in a way which only a tactful teacher can accomplish.

Older boys will rarely give trouble and break up younger children's games if a time is given on the program when a certain part of the field or yard space is given to them for a ball game. Children are satisfied to give up swings and other apparatus to mill girls and boys at a certain hour.

The handwork or construction period is largely used as a period of rest and relaxation from strenuous activities. For some years it has been impossible to provide enough handwork material for our playgrounds. Our teachers have been compelled to use their ingenuity in providing handwork materials. Children have been pressed into service to secure cardboard, paper, string, boxes, cartons. Isn't this a means of making the old adage "a wilful waste makes a woeful want" practical?

One of our largest manufacturing concerns saved all the sample cards and waste paper for the playgrounds, sending it to us all through the year. We have had during the last summer about a thousand dollars worth of this material.

The Curtis Publishing Company gave us damaged covers for our posters. Mill firms provide many nearby playgrounds with odds and ends of wool, which is used in making doll Tam o'Shanters, woven rugs for doll houses.

We feel that there is no more practical way of initiating children into forming habits of thrift and economy than by training them to make use of materials that might otherwise be thrown away. There is no need of providing checker boards or checkers when children can make their own. The same is true of volley nets, hammocks for the babies and other equipment.

Through construction work some boys and girls can be reached when every other avenue of approach to their interests is closed. Thus opportunity to do repairing and tinkering, to whittle out some trinket, fashion a kite or rig a boat, will sometimes bring the most unpromising boy within the reach of the personal influences of a teacher.

In a playground with a trained teacher, run upon an organized schedule of activities you will find busy, happy, contented children—alert and keen, with interest, eager to enter into activities that compete with others, ready to cooperate with their fellows; a fine spirit of fair play, loyalty to each other and to their playground—the essence of character-building for true citizenship.

But education is not, of course, limited to the field of politics. It is not the sole business of schools to teach people how to vote or how to conduct public affairs if they are elected to office. The business of education is to train young people to do well whatever they are destined to do in the human situation in which they find themselves. Out of our schools and colleges must come better trading, better preaching, better writing of stories and better reading of them, better friendships, better songs, better games, better plays and better appreciation of them, better weaving of cloth, better making of roads and automobiles and wiser using of them; in a word, better doing of whatever men and women do in the usual course of living.

It is necessary for people to have an interest in life outside of their occupation. Work, a very great deal of work, is drudgery. When I was a young man I worked at a ledger eleven hours a day, totaling figures; by no magic could a performance such as that be made alluring. It was sheer work, unpleasant, but inescapable in civilization. The situation, I find, confronts a very large part of the population. I see no possible hope of getting away from this condition. Hours of employment were inevitably shortened, and as production increases—as it must increase—they must be still further shortened. This tendency follows from the irksome and wearing nature of industrial employment. Under certain conditions it has been suggested that people sing at their work, as they did in simpler times. I cannot imagine successful singing in a room full of screw machines. The nature of the industry is against it. Consequently, we face the fact that working hours are going to be shortened in order that people may live full and happy lives.

What, however, is going to be done with the leisure thus obtained?

GEORGE EASTMAN.

Horseshoe Pitching in Cleveland

By Harold O. Berg, Director,
Cleveland Recreation Council

In the late spring of 1921, the Recreation Council of Cleveland, an organization financed by the Community Fund and having for its primary purpose the promotion of wholesome recreation for the citizens of Cleveland, took upon itself the revival of the old game of horseshoe pitching. A survey revealed four clubs fostering the game among their own members, but making little or no effort to recruit new members or procure newspaper publicity. The clubs gladly accepted the invitation from the Recreation Council to cooperate in a campaign for promoting the game.

The best players in the city were most naturally found in the membership of the clubs. They were asked to play exhibition games at such places and at such times as the Council could arrange for. It was suggested that games be played before lighted billboards and on the city playgrounds and playfields. The owners of the billboards as well as the owners of the land on which the billboards were situated very readily granted permission for the playing of these exhibition games. The playground authorities also promised their cooperation.

The Council then proceeded to arrange dates and places for the games. Large signs announcing the day and hour of the exhibition and the names of the players were placed in front of some of the billboards on the busiest thoroughfares. A schedule for the playgrounds was made and the directors upon the grounds attended to the local publicity.

In the meantime one of the chief newspapers of the city had become so interested in the movement that it offered to assign one of its staff to act as the publicity agent for games. The offer was accepted and horseshoe pitching write-ups became first page material. Every possible opportunity was used by the cartoon, as well as the rotogravure sections, to play up the game.

Other publicity data was obtained from horseshoe manufacturers, many of whom were sold out, doctors who expressed themselves favorably upon the benefits of the sport, blacksmiths who met a revival of business in horseshoes, clubs whose memberships were augmented, business men requiring a not too strenuous form of exercise and many other sources which a successful publicity agent can tap. Indeed, so much space was given the game that it became quite the talk of the town, and this when a primary gubernatorial campaign was on.

Cleveland has so many playgrounds, 75 in number, that the staging of the games became quite a burden to the club members because only the expert players would volunteer. To meet this obstacle, it was decided to send one player to each playground to challenge the best player on the ground. Here a surprise was in store. Many unknown experts of long standing and others recently developed accepted the challenge and in many cases defeated the challenger.

The growth of the game was phenomenal. The clank of the horseshoes was in the air near vacant lots, backyards, playgrounds, parks, factories, and was prominent at all picnics. The Recreation Council had to purchase a stock of horseshoes to lend for picnics and other social gatherings. Department stores staged match games in their sporting goods departments and real estate brokers featured the game on Sundays in their new subdivisions with free corn roasts and free lemonade as added attractions. Business made capital of the city's interest in horseshoe pitching and two buildings were equipped with indoor courts. Thus horseshoe pitching promises to become an all-the-year-round sport.

As a result of the interest the Cleveland Horseshoe Pitchers' Association has been formed. Under its auspices and with the cooperation of the local newspaper which furnished the medals, city-wide tournaments for boys and men have been held. The 1923 Horseshoe Convention and Tournament will be held in Cleveland next summer.

"Man does not live by bread alone." The saddest thing about poverty is not the want of necessities but the absence of some of the luxuries. Sometimes the easiest way to provide the necessities is to furnish a luxury. A healthy laugh sometimes possesses more food value than a peck of potatoes and produces greater economic results. The recreation problem is a vital and fundamental part of the problem of poverty.

Play and Health*

By Henry L. Curtis,
Ph. D., Oberlin, Ohio

Health education is effective in proportion as it is given early before opposite habits are formed. The best place for it is the home, but of itself it is never sufficient. Health teaching has the same relationship to health habits and health, that grammar does to good language or the teaching of ethics to morals. In other words, it has no effect except so far as it is put into practice. As we all know, people who have formed habits of speaking incorrectly often go on using done for did, set for sit, and the like, though they have meanwhile acquired a Ph. D. No Demosthenes, or Cicero, or Shakespeare was ever made, or ever will be made, by the study of the rules of syntax. Likewise the teaching of ethics often has very little effect upon conduct or character. The moral enthusiasm of a St. Francis, or a Lincoln, or any great reformer, is not acquired in that way. In the same way, the teaching of health, and the acquirement of health habits, may keep alive to middle age many weaklings, but the avoidance of disease alone will not produce glossy hair, bright eyes, a ruddy complexion, vivacity, enthusiasm, vigor, robustness, or that joy of life which the child expression in his hip-pet-y-hop as he goes down the street.

The avoidance of disease is important, because the strong as well as the weak are otherwise affected, and death may result. But health does not mean merely the avoidance of disease. It has infinite gradations, and a positive as well as a negative side.

Muscle constitutes twenty-three per cent of the body weight of the infant, and forty-three per cent of the body weight of the adult. Muscles can be developed and the body filled out only by exercise. In order to secure this result, among others, nature put the play impulse inside the child. The amount of exercise which even a little child takes as he lies on his back and kicks up his feet is considerable. Let any disbeliever lie down beside him and do the same things. The child's clothing should be so made as to allow as much freedom in swinging his hands and kicking with his feet as possible. This exercise is necessary both to the health and development of the muscles and the body.

I know of no objective studies of the health value of play. But Leo Bergerstein in his *School Hygiene,* shows that the morbidity of children increases with the school year, according to European records, and that any increase in home work causes an increase in morbidity. His figures also indicate that the seven-year-old children who are out of school grow about a half inch more than the seven-year-old children who are in school, indicating that the sedentary life of the school has actually checked growth. When play was introduced into the program of the German schools about fifteen years ago, it was found that absences of children from school on account of sickness fell off from fifteen to fifty per cent.

A Stable Nervous System. There are few things which maturity may ask of childhood that are more important than sound nerves. The person who is nervously unstable is always using more energy than he needs in his work, and his working capacity is reduced by this amount whether it be ten or twenty or fifty per cent. If he accomplishes the same work as others, he does so with greater effort and is more weary at the end of the day. He is often irritable and causes the unhappiness of others and himself.

Where children or adults are suffering from nervous afflictions, the common remedy is for them to live out of doors as much as possible, to sleep on a sleeping porch, and to follow occupations which use the large muscles but require no delicate co-ordinations. These conditions are best met in childhood by open air play. Every child should have several hours every day in the open air. There are few conditions of weather which justify his being kept inside. Children are nearly as fond of playing in the snow in the winter as they are of playing on the grass in summer. Even the rain may not be a sufficient cause for the child staying indoors if he has a raincoat or can change immediately after his play.

Robustness. Real robustness of constitution, which means the ability to withstand disease and hardship, to work long hours without breaking down, to go on to old age still enjoying life and carrying your part of the burden, is nearly always a by-product of a youth spent in healthful play or occupations in the open air. I question whether any amount of exercise in a gymnasium or any indoor occupation can produce

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* From a forthcoming book on the Children in the Home.

Tin-Can Golf

By Richard Tennyson

Department of Playgrounds, Washington, D. C.

For about six weeks of the summer of 1921, the Playground Department of Washington, because of labor trouble at the factory of the Sporting Goods Company which supplied equipment, could not secure baseballs. My position of play leader was doubly hard under these conditions, especially on a ground used only as a play field, as was City Park Playground.

Here, indeed, was a problem! A play field without equipment, but with an attendence of two hundred boys a day! No baseballs to play with and, therefore, not even a game to watch! There was little for the boys to do except to gather under the trees and discuss the respective merits of professional baseball teams and players. At times the discussion would develop into a heated argument, and often it was necessary to settle a dispute or stop a battle.

At this time the Columbia Country Club was holding the national open golf tournament, and a few of the boys spent part of their day acting as caddies for the contestants. The discussions now turned to golf. Almost over night Jim Barnes, the ultimate winner of the tournament, became the hero of the hour, overshadowing for the time even Babe Ruth.

a broken golf stick given him by one of the tourn-

One day a caddy came to the ground bringing ament players. He proceeded to drive a golf ball from one end of the ground to the other, thereby arousing the interest and envy of the other boys. I dug a hole at one end of the playground and asked the owner of the club and ball to let the boys take turns driving. They showed great interest in driving for the hole, and it ended by their lining up and driving in turn. Another hole was placed at the opposite end, and two hole golf became very popular.

One club and one ball, however, could not keep from a hundred and fifty to two hundred boys busy. But it was out of the question to try to secure regulation golf balls and clubs as the cheapest stick obtainable cost about $3,00 apiece and the balls, $.60 each. As an experiment, I sent for two shinney sticks and a like number of rubber balls about the size of the golf ball. The plan worked splendidly. By afternoon, at least forty sticks and balls were on the grounds, and two hole course became very much congested. Then the idea came to me of making a golf course on the playground.

Thus tin-can golf originated. The start was made by merely digging six holes, but the sides were soon broken and uneven, so we sunk six tin cans flush with the ground. The cans seemed to add greatly to the popularity of the game. The rubber ball was found to be too lively on our course where the longest hole was about eighty yards so we tried wooden hockey balls. They were found to be of just the right weight and liveliness for the course, and they made a big hit with the golfers. In a short time nearly every boy in the neighborhood owned a shinney stick and a wooden ball, and not only the boys, but their parents, as well, became ardent tin-can golfers.

The game has been introduced on Garfield Playground where it is even more popular than it was in 1921 in City Park. In the evenings the course is crowded with grown-ups; those who are not playing form the gallery, and at each hole there is always a group of thirty or thirty-five men, women, and children. Miss Maude Parker, director of the playground, made six flags and sewed on them numbers from one to six to place at each hole.

The game has gained wide popularity. Requests for rules have been received from Tennessee to California and in a recent article, R. D. Thomas, Sporting Editor of the Washington Times, says: "Laugh if you will, golfers, but it won't stop the new tin-can variety of your game from becoming a national pastime."

Rules for the Game

The rules followed in golf may be used. The following rules, however, have been worked out for the playground directors of the District of Columbia:

A shinney stick and a wooden ball are used. Holes are made by placing tin cans flush with the ground or not more than one inch below it. These holes need not be a certain distance or the same distance apart. The object of the game is to see who can complete the six holes in the least number of strokes.

It is not practical for more than four players to start together. When the first four reach the second hole, a second four or "four-some" may start. Then the first player continues until he

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Horseshoe Pitching in Minneapolis

A Competitive and Leisure-Time Activity

By B. G. Leighton

Director of Playgrounds
Minneapolis Board of Park Commissioners

Horseshoe pitching has become a standardized national sport. It is proving to be as popular as ever as a competitive activity and is becoming still more popular as a leisure-time activity. In Minneapolis the Park Board has constructed 160 courts for men and women players in 26 neighborhood parks. In addition, there are approximately 300 private courts. As a leisure time and entertainment activity for men, women and children, we find the game being played during the noon hour at many factories and stores, during the early evening, Saturday afternoons and Sundays, in backyards, alleys, vacant lots, on private electric lighted courts, and in connection with community celebrations, commercial house and church picnics. In addition to the leagues and tournaments organized by the Recreation Department, business concerns, lodges, business clubs and neighborhood clubs, have organized and conducted Horseshoe Leagues. It is estimated that 7500 men, women and children play Horseshoe in Minneapolis. Horseshoe has developed to such an extent that a special worker has been retained to assist in carrying out details in connection with the sport.

Minneapolis players took an important part in the development of the game throughout the state, as well as on a national basis. At the state tournaments held in connection with the Minnesota State Fair, Minneapolis won both the men's and women's championships. Fifteen Minneapolis men and women took part at the national tournaments at the Iowa State Fair at Des Moines and also assisted in the organization of the new National Horseshoe Pitchers' Association. Eighty-six of the best horseshoe players representing fifteen states took place in the National Meets and Horseshoe Convention. While the Minneapolis men playing made a splendid record, they did not get into the final games. The women players won third, fifth, sixth, seventh, eighth and ninth places.

During the winter season the Recreation Department cooperated with the Flour City Horseshoe Club in conducting the Northwest Indoor Horseshoe Carnival in February at the Nicollet Hotel indoor horseshoe courts. Players from three states took part in the three meets held, including Frank Jackson, the 1922 World Champion of Kellarton, Iowa. The states of Wisconsin, Minnesota, and Iowa were represented by forty-five players.

The report for 1922 shows the number of groups participating in leagues, tournaments, and meets to be 177; the number of players 1,512, and the number of spectators, 38,696.

Live and Let Live*

Of course there are factions in San Antonio. There are in every city, every lodge, every club, every church, every considerable group of people who have a common point of interest anywhere. Factions happen for the same reason that restaurant bills of fare have forty items instead of three or four. Nobody who goes into a restaurant ever orders more than three or four kinds of food and if everybody ordered the same things, bills of fare wouldn't be necessary. But the man who cannot endure the smell of cabbage doesn't ask the restaurant to take it off the bill. He realizes the need of variety which not only is the spice of life, but is a very necessary ingredient.

The thing to do about factions in a city is not to abuse them unless they stand for selfish purposes, but to use them. Use instead of abuse is good for factions, as it is for many other things.

To a certain extent the existence of factions in a city is a healthy sign. It means there are groups who have definite opinions instead of being willing to blindly follow leaders. Factions have built great religious denominations, have established colleges and universities, have carved States out of the wilderness, have elected Presidents, and have sent some of our ablest statesmen to the United States Senate.

All one should ask of a faction is that it be sincere in its adherence to the principles it espouses and that its motives be unselfish. The next thing to do is to put it to work.

* Extract from editorial in *The San Antonio Express*, September 9, 1922

"Better spend public money on the child than on the convict. Money rightly spent on the child will be returned many fold." Nathan Miller, former Governor of New York.

Recreation in Porto Rico

By Helene Taplin Bary

The Insular Department of Education, always alert to the needs of the boys and girls of Porto Rico, first felt the pulse of its youth for recreation through athletics. Baseball, basketball, field and track events were the sports which the Porto Rican school boys and girls took up with keen interest and competition. An interscholastic Athletic Association was formed, the membership in this organization being made up of the University Departments, the Technical Schools, the high schools, the grammar schools and the elementary schools. This organization has marked progress from the beginning. By concentrated effort it has standardized school athletics and interscholastic meets, and has demonstrated through its organized activities the need of athletic fields, supervisors for school athletics, the creation of a Department of Recreation and Physical Training in the Insular Department of Education, and the establishing of a course at the Summer Session of the University of Porto Rico for the training of athletic supervisors for every school municipality. The Interscholastic Athletic Meet held last April in Ponce lasted two days. The event was of great interest to the entire Island. Crowds of people came from all parts of the Island to attend. High officials of the Government, the Department of Education and the Municipalities were present, while several thousand school boys and girls, with school bands, school banners and school cheers, stimulated those taking part in the meet to do their best to win, if possible, but failing to win, to be good losers. Inter-school, inter-town and inter-city baseball and basketball games are regular events throughout the school year, and these events are watched with great interest and enthusiasm by the communities in which they are played. Girls as well as boys have entering teams and the rivalry is very keen.

The stimulus in athletics and athletic fields brought out the need of school playgrounds for Porto Rico. In order to show the value of playgrounds under leadership a demonstration summer playground was opened two summers ago on a vacant school lot in the city of San Juan. Children, as well as the older boys and girls, came in great numbers to play. Many of the older boys assisted in clearing up the grounds and helped build the necessary equipment which was used. School and city officials watched the work and the results obtained on this demonstration playground, and soon took under advisement the need of developing school and municipal playground. Thus the playground movement has spread throughout the Island, and as fast as city, town and municipality have been able to furnish funds or secure gifts of land, playgrounds have been opened. One city on the Island planned to open six new playgrounds during the past summer. Several towns and cities have advertised the desirability of residence because of the existence of a playground or athletic field.

Further, the Department of Education has arranged to include organized play as a part of the regular school curriculum, and a play period of fifteen minutes during each school session has been introduced. Singing games, circle and ring games, marching and formations are some of the active games used. The recreative element in these games, the fun and the laughter, create an *espirit de corps* uniting all in a common interest. This fifteen minute period of recreation and play has greatly increased the efficiency of the work in the school room as well as the general deportment of the children.

The principals and teachers, seeing the value of these play periods in terms of better work and application on the part of the children, joined classes where instruction was given them in the different forms of play and recreation, games, dancing, singing and frolic, in order that they might be better able to give their pupils intelligent direction. It is safe to state that the teachers receive fully as much pleasure and benefit from the school play periods as do the children.

The demand for workers on the school playgrounds who have had some training in playground work is very great, but the demand is being met by a course at the summer session of the Porto Rico University, and many of the teachers have availed themselves of the opportunity to train in this new field of work.

The need of physical education was shockingly revealed through the examination of recruits for military service during the war, and later through organized activities. Thus the recent appointment of a Director of Physical Training in the Insular Department of Education is a marked step forward in the advancement of this great

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Rome at Play

By W. A. Wieland

American Red Cross

On the Via Caio Cestio in Rome, a street trodden by the feet of many English and American pilgrims to the graves of Keats and Shelley, and in the very shadow of the stately cypresses which stand guard over the graves of the two poets, is located the first modern children's playground in Rome. It has been open since the first of November, 1922, and is the gift of the schoolchildren of America to the children of Italy through the American Junior Red Cross. All the associations of the environment are historic. There are the Porta San Paolo and the old walls of Rome just a stone's throw away. The evening sun casts over the playground the protecting shadow of Monte Testaccio, that humbly historic hill composed entirely of fragments of broken oil and wine jars thrown out in the ancient days by the slaves of rich Roman households or discarded by trading *contadini* faring homeward with empty carts after a day of bargaining in the town. And there is the pyramid of Caius Cestius, put up by the Emperor of that name as a monument to the fidelity of his Egpytian slave, and afterwards used as a refuge by the great man himself. For the oracle had foretold that Caius Cestius would be killed by a bolt of lightning. Whenever the sky was overcast, the Emporer would take refuge in the low vault in the pyramid, cowering in fear before the visible wrath of the Gods. You may still see the little passage cut in the stone, and the hole in the wall of the pyramid whence he darted anxious glances at the sky to see if the weather were clearing. And all this was three hundred years before Christ.

Perhaps not so historic, but infinitely more joyful than the other associations of the Via Caio Cestio, are the shouts of happy children that now echo between Monte Testaccio and the pyramid. The district of Testaccio is one of the poorest in Rome, and one of the most prolific. The playground is often visited by as many as sixteen hundred children in one day. In the morning they come in classes, led by their teachers; and in the afternoon, since Roman children have no school after one o'clock, they come by ones and twos and threes until a great number are occupying all the swings and rings and every nook in the sandboxes, casting doubtful glances on the wading pool in this winter weather, dashing about in pursuit of the soccer footballs, leaping after volley balls, tumbling about in games of basketball, and disputing, disputing incessantly. For that is one of the joys of playing to the Italian child, to be able to assert in a full loud voice, with much emphasis, his rights, and injuries, and his capacity to be captain.

In a nation of individualists, it is not the team that counts but the chance to be captain. So the title is handed about several times in the course of the afternoon in each group, generally going to him, who, at the particular moment, is in best voice. With much training in team games, perhaps this trait will disappear; at present it is most unmistakably evident.

Evident, too, is a very turbulent spirit in the mass that strangely enough is not present in the individuals. Gino, alone, has a sweet smile and a quick intelligence; Umberto has a melodious voice and gentle manners; Mario is a hard player and honest; Alfredo is nice to the little fellows on the rings; Guglielmo is sympathetic and loyal. All are most lovable. But, put at a bad moment the five together and you have a treacherous, dishonest, unkind, rude and idle mob that can create more malicious mischief in five minutes than a crowd five times its size in America could in a whole day. If such characteristics were not present, organized playgrounds would be far less important in child education than they actually are.

The success of the Testaccio playground has been followed with much sympathetic interest by the educational authorities in Rome, and plans are being made to install several similar ones. The grounds are now under the direct control of the American Junior Red Cross. After being operated as a demonstration center by that agency for several months, they will be given over to the City of Rome.

Recreation at Ohio State Industrial School for Girls

By Beatrice Plumb Hunzicker

Recreation Director

There are 550 girls who attend my play center. Of course, other people call it a reformatory and refer to my girls as delinquents, but that is their way of looking at it, and I try to respect their view point.

There are eleven cottages overlooking a beautifully-wooded campus, and in each cottage there are five clubs organized. They are dramatics, handicraft, indoor games and social, civics and reading, and community singing and choral. Each child in the institution may belong to two of these clubs, which meet from 7:00 to 8:00 every evening except Saturday and Sunday. All dramatic clubs meet Monday evening, all handicraft clubs on Tuesday evening, and so on, all clubs of one kind meeting on the same night.

We organized these fifty-five clubs in less than three hours. This is how we did it. First, we arranged a rather intensive publicity program, using our cottage bulletin boards and moving pictures, followed by chapel talks regarding the successful club-work being done for and by girls on "the outside." In this way we made "belonging" to a club the most popular thing in school. While we were all enthused about it, the charming president of the State Federation of Women's Clubs gave our girls an inspiring talk in chapel on the value of club-membership. The children became convinced that the only people who amounted to anything were "belongers"—they were *wild* to "belong" to a club—any kind of a club, so long as it was something they could "belong" to!

The following Friday we had a general holiday from academic school and departments. Even the garden girls had a vacation. For it was Election Day, and every girl was expected to vote. Over in the school building, five rooms were placarded. One placard read, "Vote here for officers of Dramatic Club": another read, "Vote here for officers of Civics and Reading," and so on through the list. Each cottage family came over in turn, those who had signed up as wanting to belong to the dramatic club, electing their officers in the classroom placarded *Dramatic Clubs,* while four other clubs—handicraft, indoor games and social, civics and reading and community singing and choral—elected their officers at the same time in their respective classrooms. One chapel talk in our publicity series having been on the responsibility of the vote, our girls voted with a sincerity of purpose that rather staggered the five teachers who acted as chairmen in the five "voting booths" that afternoon. We commenced voting at one o'clock and before four o'clock we had fifty-five clubs organized, and one hundred and sixty-five brand new club officers were coaxing their cottage matrons to "please let them fix up the cellar into a clubroom, with pennants, and a table 'n ev'rthing!"

Last night I supervised the eleven dramatic clubs with the help of enthusiastic teachers, who, since the night they "did the rounds" of clubs just for curiosity, now make a habit of dropping in at the queer little club meetings, because they are so alive with original ideas and constructive plans. One cottage group which had spurned my offers of a book of Constance Mackay's plays, was laboring with *A Midsummer Night's Dream.* Our segregated cottage's dramatic club was hysterically rehearsing *The Sniggles' Family.* I came through the door-way in time to hear the *Widow Sniggles* say rather impatiently, "Well for Heaven's sake, even if you're supposed to giggle in the play, you don't need to do it so life-like—You get them all giggling, and me, too. Can't you *pretend* to giggle, silly, without really giggling? Real actresses just *pretend.* Now, let's begin again."

I visited our colored cottage where the dramatic club was having a post-mortem. The girls of this club had collaborated with the community singing club of the same cottage, and had given an evening entertainment the previous Saturday before the entire school. "You should have known the curtain squeaked when you pulled it up," scolded the president. "You're stage manager, ain't you? Ain't it your job to manage the stage? And ain't the curtain part of the stage? When we were singing that cradle song, and we were all soft-pedalling before the curtain dropped, didn't that squeaky curtain drown out our best line of singing?"

I walked on, and scrambled down the cellar-stairs of another cottage. Here the children were rehearsing a shadow play, a cannibal chief and a missionary appearing to be the principal characters.

Tonight I supervised the eleven handicraft clubs, and found the children busily engaged in

making little nut-brown baskets out of crepe-paper and tiny serving cups. These, when finished, were to be put away until needed for Thanksgiving. These same clubs made six hundred "witches brooms" for Hallowe'en souvenirs, out of a foundation of all-day suckers, the "bristles" being made of fringed crepe paper in Hallowe'en colors. They also cut out of black cardboard six hundred cat's faces, marking the whiskers in white crayon, and painting "spooky" green eyes out of dissolved sealing wax.

Tomorrow the various indoor games and social clubs, having been supplied with typed suggestions for Thanksgiving games and stunts, will "try out" some of the new ideas submitted to them, and will then outline a program of games for the entire cottage to pay at the Thanksgiving party. On Thursday eleven civics and reading clubs will study suitable readings and poems for Armistice day, besides deciding on some "thought" they wish to give to the entire school at Open Forum during chapel hour. These are our "high brow" clubs and we all stand very much in awe of them! Many of our high school girls are members of these clubs.

On Friday evening eleven community singing and chorus clubs will sing with great gusto, the songs taught to them by R. K. Atkinson of the Russell Sage Foundation who visited us on his way from the State Welfare Conference at Colmbus. These new songs were a joy to the chilren. They have them catalogued as "play" songs because they had so much fun singing them.

How do we control and stimulate these fifty-five clubs? Through a Junior Council which meets with great pomp and ceremony every Saturday afternoon in the academic school building. This Council consists of the presidents, vice-presidents and secretaries of all the clubs. Every little president carries under her arm her "president's note book" in which she feverishly copies notes of what she learns at "conference." It may be the rules of a new game, the way to make a chamber of horrors, or the words of a new song. It may be the club work schedule for the following week, or the steps of Rupty-Tufty. But whatever it is, it is something she is to carry home to her club, and she has learned from the very beginning that, as a delegate, she has a great responsibility, and that she must be faithful, and never—well, hardly ever!—fail her club!

Each little secretary carries under her arm the secretary's note book, in which she has, in her best handwriting, with a proper observance of commas and spelling, written the minutes of her club-meeting. She may be called upon to read this by the chairman of the conference, so she reads it over on her way to the schoolhouse, to be sure she can read her own writing. She sometimes writes that "the committee then dissolved into a hole," or that "it was with deep regretment that the party breaked up because there was nothing left to eat," but she is never found guilty of forgetting to write her minutes. The members of her club see to that; they wish the world (which, to them is the Junior Conference), to know what *their club* is doing.

Who gives them their ideas? That is the important part of the whole scheme. I believe in the volunteer worker. What she lacks in experience she makes up for in enthusiasm and an open minded. We have on our staff of workers, a teacher whose hobby is elocution and dramatics. She gladly consented to be chairman of the dramatic clubs conference, and our dramatic clubs have flourished under her leadership. She gives one hour of her time every Saturday afternoon, advising the little officers of our dramatic clubs in their choice of plays and unravelling their snarls. She enjoys it even more than the youngsters. We have another worker on our staff who is a cutter. She cuts out scores and scores of institutional dresses, when all the time her artistic soul could so happily express itself in very beautiful work. For one short hour every Saturday afternoon she is chairman of the handicraft clubs conference and teaches the members of that conference how to make wonderful beads of sealing wax, and how to make ordinary homely weeds radiant things of beauty by painting them over with silver, gold, bronze or fire-colored radiator paint.

A student from Ohio Wesleyan College, Delaware, spends Saturday and Sunday with us. She was a librarian before she entered college, and is an enthusiastic lover of books. The officers of the civics and reading clubs will have their conference in the library—which is conveniently placed in the academic school building—and this successful young college woman will inspire the girls, who are, as I said before, our "high brows," so that they carry back to their clubs something tremendously worth-while.

Our community singing clubs are happy in having several talented women who volunteered to be chairmen of the officers' weekly "sings." Cottage songs, original words set to the airs

of favorite songs, rounds, singing stunts—all these and more have been given to the entire school through the medium of these clubs. A parole officer and a cottage matron have discovered that they possess the art of "making up" verses!

The indoor games and social clubs have some unusually fine student officers of their clubs. Each cottage has two student play-leaders who train under the recreation director, and who direct games out-of-doors for one hour every day under the supervision of the director. These play-leaders have, in many cases, been elected as officers of the indoor games and social clubs, and at Junior Conference, their conference chairman is the recreation director. I wish I could tell about the splendid work done by this class but, "that is another story."

And what is the object of this system of club-work? Where is it going to get them? Most of these girls will go out into homes as servants. Even if the girls are paroled to their own homes, these poverty-stricken places in poor communities are hardly the kind of homes from which the average club woman comes. This is all true, but, since my little delinquent has been a mis-fit all her life, I am hoping that the habit of being a "belonger," will, through her club work in the school become so strong that when she is paroled she will find she cannot break it. I am already reaping some little reward, as the letters come in from my paroled club-girls asking if they may join this society or belong to that club. I hope the time will come when my most fiercely individualistic little "mis-fit" will write in and tell me that she wants to belong to two things, the Ladies' Aid of the church two blocks away, and the Healthy Hikers at her sister's school! For after all, if we have not learned how to be "Social to Save," we have lost our chance of saving.

And what does this club work do in the institution? First and foremost it normalizes it. An institution at best, is—an institution. My play program creates social situations which demand social reactions. It teaches the girl how to be sufficiently *interesting to herself* in her hours of leisure so that she can get on without delinquency. It teaches her a way in which to free a shut-in individuality. In a world revolving around rules, regulations and *Don'ts,* it gives her an opportunity to *Do.* It reduces discipline to a minimum. And, last but not least, it wins for the little delinquent and her institution, a place in the heart of every real club woman on "the outside."

Plea for More Playgrounds to Prevent "Abolishing Children"*

Crime Statistics Show Most Offenders Are Under 21 Years, and the Figures Drop Wherever Recreation Is Provided

By W. B. Van Ingen

A freckle-faced boy appears before the solemn mahogany horseshoe of the Board of Estimate and pleads for a place to play. Thirteen-year-old Robert Seamon pleads in rhyme and tells the august members of the board:

We're tired of being chased here and there,
While trying to play in the open air.
They don't want children in a city flat,
But there's always room for a dog and cat.
They can't abolish children, you know,
As horses for autos had to go.

But was the freckle-faced boy right? Are we not abolishing children by changing them into criminals? More than 70 per cent of those we place behind bars are under the voting age, though we know from experimentation that we can cut this percentage at least in half by depositing a ballot in a box. But we have refused to learn from experience, we still cling to the fallacy that judges in solemn robes—yes, hangmen, too—are more efficient. We still delude ourselves with the absurdity that we can make laws that will restrict the growth of bone and muscle, while the boy laughs at us even on his way to execution. He will play with his last breath.

Am I setting off fireworks? Then so is Raymond B. Fosdick in his book, "American Police Systems," for he says that in November, 1916, of the seven people in Sing Sing awaiting execution five were under 21 years of age. And so is Allen T. Burns in his report to the Russell Sage Foundation, for he says: "To provide a probation district with adequate play facilities is coincident with a reduction in delinquency of from 28 per cent to 70 per cent, or 44 per cent as an average." What object have these men in telling us lies, if such they be?

And am I talking as does a lunatic in saying that we still cling to the fallacy that judges in solemn robes, and hangmen, too, are more efficient? Then so is Judge Ben B. Lindsey of Denver, for he says: "In dealing with the

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problem of crime in youth we shall make progress just in proportion as we appreciate the absurdity of limiting our remedies to the court, the jailer and the hangman." And is it a disordered imagination that couples crime and children? Then Joab H. Banton, District Attorney of the County of New York, has a disordered imagination, for he says that 70 per cent of the offenders prosecuted in New York County are boys under 21 years of age.

Why not make a clean sweep of these Fosdicks, these Lindseys, these Burnses, these Bantons, if they are deceiving us? And why not consign to the scrap heap E. K. Coulter of the Society for the Prevention of Cruelty to Children, for it is he who dares to affirm that 11 per cent of the inmates of penal institutions in the United States are under 21.

And that man Allen T. Burns, he should be burned in boiling oil, for he has the audacity to prove by facts and figures that the South Park Commissioners of Chicago have actually accomplished the impossible, have proved that the freckle-faced boy may have a place to play without taxing his father beyond willingness.

And away with The Chicago Tribune also. Its editor prints that during the years 1912-18, inclusive, there were 53,377 murders committed in the United States. And Charles Frederick Carter, too, he dares say that the total number of deaths in battle of American soldiers in the World War was 50,327. He writes it over his own signature in Current History for February, 1922. And that Raymond B. Fosdick—let us take particular pains with his execution, for he actually tabulates the crimes charged against children under 17 years of age—17, mind you—in Washington, D. C., in 1919:

Crime Charged	Number of Arrests
Murder	4
Robbery	36
Assault with dangerous weapon	7
Forgery	12
Grand larceny	71
Housebreaking	189

It will be quite acceptable to our smug satisfaction if we include a few others, as we exterminate these revealers of unpleasant facts. The Postmaster General of the United States, for example, dares declare that in 1921 the loss from crimes in connection with mail robberies was $6,346,407. And William J. Burns, too, for he says that thefts from railroads, express companies, steamships, trucks, lighters and piers aggregate $106,000,000 a year.

Some Other Offenders

This evident conspiracy in revealing the truth is outrageous. It is equally evident, too, that there is a conspiracy to reveal the truth in respect to playgrounds and their effectiveness in dealing with the situation.

L. H. Weir, formerly chief Probation Officer of Cincinnati, says: "In 1906 there were 1,748 children legally before the Juvenile Court and 410 were handled unofficially, making a total of 2,158 childen. Of these, 1,450 were delinquents. In the fall of that year a beginning was made in opening playgrounds in the down-town portions of the city. In the year just closed there were 993 delinquent children before the court. Each year has noted a marked decrease. While some of this decrease may be due to other causes, the work of the court for instance, we are perfectly sure that one of the main factors has been the opportunity afforded the thousands of children in the most congested districts of the city to play in a natural and spontaneous manner."

Then there is Edmund C. Hill, President of the Trenton Playground Commission, who says: "Playgrounds were established in Trenton, N. J., as a municipal undertaking about the middle of 1906. The police records show a decrease of 28 per cent in the number of arrests of boys, while the arrests of men 20 years of age and upward shows an increase of 10 per cent. It is fair to assume that if there had been no playground supervision, the arrests of boys would have shown an increase corresponding to the increase in the arrests of the men."

We might just as well go on in our round-up of these conspirators. Mr. Loman, the Special Superintendent of Delinquents in Dallas, Texas, says that as the result of establishing Trinity Play Park the number of juvenile offenders in the cotton mill district has been reduced more than 50 per cent during the last year, although the number of children has increased 9 per cent.

And the statements of Superintendent Koerbel of the Juvenile Court of Binghamton, N. Y.—why, they are simply shocking. Listen! "This office, five years ago, had in one season one hundred cases of thievery, burglary and misdemeanors from the industrial towns. This season it had just three cases. Five years ago I spent

three afternoons a week in court in the factory centre. Now I am in court there on an average of twice a month. Give the boys and girls clean recreation, keep them out of doors and interested in something wholesome, and you'll have no trouble with delinquents."

The more this conspiracy is investigated, the more widespread does it appear. Edward J. Ward formerly of the Board of Education of Rochester N,. Y., writes: "There was a gang of Polish boys in East Buffalo, N. Y. For months they had made of themselves a public nuisance by finding their recreation and amusement in throwing stones at the windows of passing railway coaches. Several of the boys were arrested, but the mischief did not abate. Special watchmen were posted along the railroad tracks, but still the stones were thrown. Then the Broadway playground was opened in East Buffalo, and the members of the gang came to the playground. They did not stop throwing; they only changed their missiles from stones to basketball and their targets from passenger car windows to goals; but by this transition they themselves were changed from anarchists into law-abiding citizens."

George W. Grover, Probation Officer of Portland, Me., should not be overlooked. He reports, evidently in collusion with his fellow-conspirators: "The majority of the boys arrested for delinquency in Portland during the five years since I have been Probation Officer have been those that left school at the ages of 12 to 14 to go to work. The number of arrests made has gradually decreased, the number for the past year being one-third less than for any previous year. With more playgrounds under the supervision of efficient instructors working in unison with our school teachers and truant officer, I believe juvenile delinquency can be reduced to a minimum.

Still the Facts Pile Up

And what shall we say when we discover a Judge of the Court of Common Pleas of Philadelphia in the conspiracy? William H. Stanke of that court shamelessly declares: "From over two years' experience in the Juvenile Court of Philadelphia, preceded by some fifteen years' experience as a member of the Board of Directors of a reform and industrial school, I am convinced that the lack of playgrounds and opportunities for healthful recreation leads boys and girls into temptation and is the real foundation for their delinquency. These delinquent children coming to the bar of the court are often more sinned against than sinning. Stunted bodies often result in undeveloped minds, and the latter in warped morals. Every child playing upon a sand heap in the street, wading in a flooded gutter, trespassing upon a building in course of erection, sliding and skating upon the sidewalks, using the roadways as a ball park and playground, is a living cry for the public playground."

But we all know that conditions in New York are different from those anywhere else in the country. We all know that there is New York, and the rest. But the Clerk of the Court says: "The total number of children arraigned during the year 1909 in the Children's Court of the First Division was 11,494. Of this number, 5,733 children were arrested for violation of Sections 730 and 43 of the penal laws, which relate to acts of disorderly conduct. Among this number are the boys who got into trouble for playing ball in the streets, building fires, throwing stones, playing shinney and craps, and for pushing and jostling persons in an effort to pick pockets. The great bulk of these 5,733 arrests, however, grew out of the child's normal instinct for play, as stated in my report."

Now, I have seen the small parks and playgrounds of the South Side of Chicago in operation. I have divested myself of my years and my trousers and entered their swimming pools. I have gone about with Judge Payne, then President of the commission. I have had the job of raking up the sand into which competitors jumped in their efforts one to outdo the others, and I cheerfully join the conspirators I have tried to arraign before the pitiless bar of publicity. I will be proud if I may be considered one of them. I have been about the small parks and playgrounds of New York also, and I hang my head in shame at the disgrace of them. They are incontrovertible evidence that we are trying to abolish children, you know, as horses for autos had to go. Tompkins Square, I am informed, is the best equipped of them, and it is an insult to intelligence, pure and simple. Only a few days ago I remarked to an attendant at another park that I was glad to see Old Glory at last flying at the masthead, and was informed that eventually it had arrived, and the children admired it very much. Everywhere, in every park and playground, dilapidation is the characteristic sight.

(Continued on page 62)

Play in Institutions*

Mr. Atkinson, Chairman of the meeting, divided his consideration of institutional play into two parts, play for those who are normal but in institutions because of some physical handicap; and for those who are abnormal and in institutions because of an infraction of the law.

There are three conditions in Mr. Atkinson's opinion, which make play necessary for children in institutions: first, the narrow environment of the institution itself; second, the fact that this environment is not a normal one, and, third, the monotony of institutional life. Adults in institutions, however, require recreation for the same reasons as adults in the outside world; namely, to relieve the monotony of life, and second, to furnish a wholesome outlet for the suppressed emotional life or, as the psychologists term it, a sublimation of the inhibitions.

Mr. Atkinson told of the extensive use which the School for the Blind at Overbrook, Pennsylvania, is making of play in teaching the children to know their environment. Games constitute a large part of the sensory training and at the same time are a means of building up self-confidence. Blind little children four or six years old learn to go about the building, along the halls and out into the playground without extending their hands to discover obstacles. At Overbrook, the location of furniture having once been determined remains unchanged;—hence when a child has learned where the tables and chairs stand he does not need eyes to avoid them any more than a seeing person consciously looks at every table and chair in order to avoid it.

Blind children play ball games by gauging direction through sound rather than sight. As an example, children are seated in a circle on the floor facing in and a tennis ball into which a small bell has been inserted, replaces the regular ball. One child, standing in the center, calls the name of a child in the circle, and, hearing the answer, rolls the ball in the direction from which the sound came. The high percentage of catches, Mr. Atkinson reports, testifies to the success of the method. Another game involves guessing both the location and the material from which an object is made. The instructor taps upon a table at the far end of the room; the children guess, but as a matter of fact they do not guess, they know the material is wood, and that the sound comes from the end of the room near the window. Iron, leather, paper, and glass are soon recognized by the sound. From these comparatively simple games, the sand table, and work table, they proceed to learn the larger environment so that the older boys go unattended to the University. Thus, for the blind no less than for those who see, games are the means of coordinating sensory impressions with the motor expression.

But besides being valuable to the blind boy in learning the physical world, games and sports are a means of enabling him to take his place in a normal social environment. A team representing Overbrook School for the Blind won second place in open competition with such teams as the Young Men's Christian Association and American Legion. These blind boys swim, dive, bowl, jump and run as other boys do and the outdoor playground at Overbrook has much the same apparatus as any other playground, except that there is a larger open space in the center for group games.

Most of us have supposed the blind to be cut off from the aesthetic enjoyment of dramatics, or at least from sensory pleasure derived from the costumes. Mr. Atkinson tells us that this is a mistake; on the contrary, the blind enjoy adorning themselves with fancy costumes as much as the normal child.

While for those mentally normal play may be a means of physical education and development, as well as an agent of social adjustment, for the abnormal or delinquent child it is a means of building up and reconstructing the moral character. The great weakness of boys and girls in institutions is lack of self-control, of morale and of gameness. Other workers with delinquent boys and girls confirmed this statement of lack of sportsmanship in delinquents. While it is next to impossible to talk to a delinquent boy about his lack of moral strength it is quite possible to point out through a baseball game the value of "sticking," "of being a good sport," a "game loser," if necessary, but a generous winner. It is possible, Mr. Atkinson feels, to build up a moral fiber through play which can be transferred to other relations in life. Especially is it necessary to give the adolescent delinquent a wholesome outlet for the big emotions, and it is this particularly that sports and games do.

Mr. Atkinson spoke briefly concerning recreation for adults in institutions. Baseball is valuable

* Summary of Section Meeting on Play in Institutions. Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

for men in prison because it takes their minds off of their surroundings, but the very conditions of prison life prevent recreation from assuming its rightful place as the complement to work. In most prisons there is no real work, not to mention interesting work, for the prisoners, so that play becomes merely an antidote to idleness. Play when used as it too often is, to keep the prisoners busy defeats the end of making it an avenue of self-expression. The prisoner can only enjoy real play after he has had real work.

The Hebrew Orphanage of New York City, as described by L. J. Simmonds, the Superintendent, is a sizable institution with its 1,150 children alternately stowed away under one roof and turned out to romp over thirteen acres of fields and playgrounds. The children range in age from five and one-half to sixteen years of age, and, beside those at the orphanage Mr. Simmonds keeps in touch with two hundred and fifty others who are placed out in private families. About forty per cent of the children come from the Juvenile Court on the charge of improper guardianship, and of those about seventy-five per cent are incipient juvenile delinquents sent to the orphanage to avoid becoming delinquents. A majority come from the crowded East Side sections where there are no playgrounds.

Mr. Simmonds backs up his belief in play as a method of instilling moral stamina by actually spending as much for recreation as for positive religious instruction, or about $15,000.00 annually on each.

Since the child in an orphan asylum is a normal child with the instincts of normal children, Mr. Simmonds contends that the aims of its play are the same as for the child living at home. The play leaders try to secure the active participation of every child in some form of games or sport, and make every effort to keep as far as possible from the mass or institutional method. Children are sent to the circus, not 1,150 strong but in small groups of ten or twelve and are encouraged to enjoy the fun as other children do. But to secure the active participation of every child games must be taught and a tradition of play built up. The faculty is encouraged to play with the children; in fact the faculty baseball game is an annual event where the boys have a chance to test the sportsmanship of their elders. The orphanage had thirty teams playing baseball last summer, beside others playing volley ball, hand ball, tennis, folk dancing and indoor baseball as well as camping and hiking.

Under Mr. Simmonds' superintendency camping has become one of the largest single undertakings of the orphanage. Previously only anaemic children were rated for a vacation at camp; as a result several children began starving themselves weeks before the camp awards were to be made. Losing weight meant going to camp, and the best way to lose weight was to stop eating. Ergo! a hunger strike. But Mr. Simmonds reversed the order so that it read, "No child who loses weight may go to camp." The first year a camp site was rented for $1000 and 450 children taken away from the city for a period varying from two and a half to four weeks. This first year's camping experience yielded such large dividends in happiness and health for the children that the Directors and friends of the institution last year spent twice this amount on 744 children. The cost, Mr. Simmonds said, was only $1.00 per week per child for rent, transportation, coal, and supervision, in fact for everything except food. For this nominal amount every child in an institution, he believes, should have at least two weeks in camp each summer. Living in the open plants a desire for and habits of wholesome recreation which find expression long after the children have returned to the city.

However well an institution takes care of the physical exercise, health and religious instruction of its children it has neglected an important part of its work if provision is not made for their social life. The Hebrew Orphanage gives a dance every two weeks for its boys and girls; it goes further, it provides a Lovers' Lane, exposed to the public view, but where boys and girls may sit together and talk. Several parties are given during the winter, while holidays are made the occasion of special celebrations. During the winter there are special lectures and the children are encouraged to join and use the public library. The fact that several boys have constructed and operate their own radio indicates that individual interests are studied and encouraged. Normal children react normally, says Mr. Simmonds, and it is the function of the institution to satisfy the normal instincts. This the Hebrew Orphanage attempts to do.

Inwood House aims to teach the delinquent girl to fight her temptation in her own environment. The eighteen girls living at Inwood

House are mostly sex delinquents coming from the Women's Court. But besides these eighteen, Miss Jean Begg is trying to help three hundred and fifty other girls to adjust themselves to their environment. As a group, she says, they are anti-social without any sense of playing the game. Before being taken to the court they belonged to no Young Women's Christian Association or recreation center and for the most part came from homes where crowded conditions made it impossible to entertain friends.

Miss Begg's problem is not providing recreation for the girl who is still in an institution; there are plenty of leaders who will go to an institution for an evening of games. The problem is where to find clean recreation for the girl after she has come out of an institution and gone back into the community. Under the present double standard of morality it is more difficult to have a girl accepted by the community after a period of delinquency than a boy.

Mr. Ewald of the Baltimore Public School Athletic League explained the plan in use there. By furnishing recreation leaders to the city's institutions the Public Schools Athletic League establishes a friendly contact with the boys and girls which is followed up after their departure from the institution. It is the duty of the recreation leader to keep in touch with the various boys or girls whom he has learned to know in the institution after they have returned to the community and to help them to find clean leisure-time activities. Thus the critical period of return to the old environment is bridged by personal friendship.

In closing Mr. Atkinson spoke of the "pathological flapper" who has been drifting into the insane asylum for the past few years. This is the result, he believes, of the sudden pushing of girls out of the home atmosphere into the competitive business world. The business life offers both a freedom and a competition for which the modern girl has not been fitted by training or tradition and,—flapperism is the result.

Mr. Atkinson suggests that we begin to build up a means of self-defense through play and games while girls are still only four and five years old, a fighting instinct if necessary, which later will enable them to withstand the new conditions of competition.

Recreation Legislation*

Recreation legislation is usually permissive in form rather than restrictive. In 1907 there were no laws affecting recreation. Groups of individuals came together to organize and carry on playground work. The first legislation came about through pressure brought on school boards to permit the use of school properties for playground purposes, school laws being passed to provide for this use and to provide salaries for play leaders.

Recreation legislation resolves itself into the following three classes:

1. Permissive legislation permitting a levy of tax to provide for the employment of play leaders, superintendent of recreation, and the issuance of bonds where necessary to provide for the purchase of lands, equipment of playgrounds and evening centers
2. A charter amendment permitting a maximum and minimum tax levy for the carrying on of recreation work
3. Mandatory legislation making it compulsory for a community to levy a tax for the carrying on of recreation work where a referendum has been held by the people in favor of such tax levy

The first Home Rule legislation for recreation was secured in 1915 in the state of New Hampshire through the efforts of a field secretary from the Playground and Recreation Association of America. This law, which was based on one previously drafted for the state of Nebraska, (not passed) leaves the decision as to the form of administration to the community. The work may be administered by either a school board, a recreation commission or some other department of the town or city government. Since this time home rule laws have been passed in New York, Pennsylvania, New Jersey, Connecticut and Ohio.

The Ohio law permits the combining of towns and villages in the carrying on of a common reation system and also provides for the organization of a country recreation board. Funds may be secured both from the school board and the council for the carrying on of the work, the local authorities of the city, village, country or school district having power to make appropriations

* Summary of Addresses given at the Section Meeting on Recreation Legislation, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922. Chairman, Lee F. Hanmer. Those taking part in the discussion: Lee F. Hanmer, Mrs. A. T. Smith, Frank Sutch, Richard Schmoyer, J. B. Nash, John Bradford, Randall Warden, William Stecher.

and to raise the money necessary to meet these appropriations by tax. The administration may be vested in any existing body or board or in a recreation board, as the city or village council or the county commissioners shall determine. The law provides that a recreation board when established shall consist of five persons, two of the members to be members of the Board of Education, the board to be appointed by the mayor, and to serve for terms of five years, members to serve without pay.

Communities are sometimes slow to take advantage of the recreation law and it is well where possible to secure an amendment providing for a referendum on the question of levying taxes for the support of a municipal recreation system.

The Pennsylvania law makes possible the establishment of broad recreation work on a municipal and community non-political basis. The municipal recreation work in Phoenixville, Pennsylvania, was organized in 1919 by a field secretary of the Playground and Recreation Association of America, the secretary assisting in the selection of the recreation commission which was appointed under the Pennsylvania state law. The commissioners were all influential men and interested in the work. Funds for carrying on the work were provided jointly by the school board and the town council.

A bureau of recreation was appointed under this law in Scranton, Pennsylvania, in 1922.

With a recreation commission as the form of administration, the interest of the commission is centered entirely in the recreation work and because of this fact the work may oftentimes be developed on a broader basis than would be the case if administered by a city department having other interests to take up the major part of its time. Community conditions help to decide which is the best form of recreation administration for a city or town, however.

In 1922, under the Pennsylvania law, a recreation commission was appointed in Allentown, Pa. Assistance in the appointment of the commission was given by a field secretary of the Playground and Recreation Association of America and help given since then by the continuation department. The securing of a local ordinance to permit a tax levy for recreation is necessary. It is hoped that funds will be available through this source by the first of 1923.

In 1907 in Oakland, California, the city charter provided for the establishment of *children's* playgrounds. By 1920 the playgrounds had outgrown their original purpose as playgrounds for children and were being used very largely by adults as well. The work had grown to such an extent that sixty per cent of the program being carried on was illegal. Work was being done in summer camps outside of city limits and a considerable amount of church work was being done. All work for adults was excluded under the city charter, all work being also confined within city limits, no provision being made for public golf courses and athletic leagues.

An amendment was secured in 1921 to the city charter which permits the board of playground directors

1. To conduct public playgrounds, recreation centers and camps (as against the old charter which provided for "children's playgrounds")
2. To conduct activities carried on on land not owned by the city (as over against the old charter which restricted activities to the actual property included in the children's playgrounds)
3. To conduct camps outside the city limits (as against the old charter which restricted activities to the city limits)

The budget in Oakland has been doubled in the last two years. A tax levy up to eight mills may be levied for recreation purposes. Work has been organized through individual groups in various parts of the city, the board of playground directors withdrawing after the work was thoroughly organized permitting the local group to carry it on.

There have been recent developments in new types of recreation work including the organization of recreation work in counties in order to take care of the rural problem and the formation of interstate commissions such as the New York and New Jersey Interstate Park Commission.

Thrift and Handicraft

By Edna G. Meeker

Have you thought of saving odds and ends for your playground handiwork? The following suggestions, which proved practicable in a small Pennsylvania town, are published in The Playground for the benefit of leaders on playgrounds and in vacation Bible schools who are looking forward to doing an increased amount of handicraft work this coming summer at reduced cost and with more volunteer neighborhood assistants. The Playground will appreciate receiving additional suggestions from any of its readers who may have done something of the kind.

Organizing for Saving

Organize in each district of the city a small committee of women who will undertake to secure the interest of all the women in their particular neighborhoods in saving the things listed below and which might otherwise be thrown away. Only articles that are clean and fresh are desired, and it is advised that each woman have a special box or drawer in which things may be placed from day to day.

It is particularly desirable that this work be begun before the days of spring house-cleaning. The lesson in thrift may be made a most valuable one for children, and their elders, too, will gain something from the experience of doing this special kind of team-work with their neighbors.

The committees organized may extend their service by having meetings of women where the making of articles will be practiced so that those women will be prepared to teach the children various kinds of handiwork in playgrounds and in vacation Bible schools. It will also be of assistance to mothers in planning for recreation hours at home.

The list of things to save includes the following:

Scraps of new cloth—for pot-lifters, needlebooks, pin cushions, pen-wipers, dolls' clothes, button-bags, kitchen bulletin board covers, bindings for books and blotter pads.

Remnants of yarn—for crocheted or woven flowers, dolls, doll's hats, and sweaters

Cardboard of all weights—for various cutouts, favors, fans, dolls' furniture, scrap baskets, wall pockets, foundations for blotting pads, patterns, toy construction, and scrap book covers

Glass—pieces of window and picture glass that may be cut for use in passe partouting pictures and other art work

Cartons—for vases, scrapbaskets and doll's houses

Wall-paper—for covering cartons, wall-pockets and various boxes

Smooth pieces of wrapping paper—for pin wheels, patterns, paper folding, dolls' house furniture

Tin-foil—for Christmas tree decorations and dolls' house furnishings. (Good sized pieces saved may be cut into narrow strips to be thrown on Christmas tree for icicles.)

Colored Pictures—from magazines, for scrapbooks of various kinds, posters, fans and peep-boxes

Cord—for wrapping balls made from old stockings, doll's hammocks, and general utility purposes

Wooden safety-match boxes—for dolls' furniture, miniature fish ponds, and miniature work boxes for traveling

Empty spools—for dolls' house furnishings, sand-box toys, favors, other construction work

Scraps of tape—for sewing work

Walnut shells—for toy sail boats and favors

Small pine cones—which may be gilded and tied together at intervals on pieces of gilt cord saved from Christmas packages for use as Christmas tree decorations

Service work—may include—blotter pads, cardboard fans, binding stories, passe partouting pictures for institutions, toy-making and sewing.

Churches and similar groups are constantly looking for ideas for bazaars and fairs which will be effective from a financial point of view and which at the same time will have social and educational value. For such groups the "garden booth" idea successfully worked out in a church in an eastern city will have value.

The plans for the booth included a committee to start "cuttings" in pots, such as geraniums, coleus, begonias, ivy and other plants; seeds of various kinds such as pansies, pot marigolds in flat boxes, and tulip, hyacinth, jonquil and narcissus bulbs planted in pots early enough to be in bloom in time to meet the Spring demand.

Packages of flower and vegetable seeds were placed on sale at the booth. There were outfitted garden baskets for "my lady's" gardening,

(Continued on Page 71)

The Day for Remembrance

By Mabel Travis Wood

Of my childhood teachers I now recall most vividly the one who let me go home and get my geranium. It was the afternoon before Memorial Day, and, according to custom, every boy and girl had come to school bearing a potted plant. They were to decorate the veterans' graves for the holiday. The gay and sturdy geranium was always the favorite. A long table in the principal's office was covered with little earthen pots, each crowned by clusters of scarlet and rose-pink and white blossoms.

Late for school, I had gone straight to my seat and it was not until classes had begun that I made the fearful discovery. Being small and imaginative, my unseemly neglect affected me strongly. I visualized one poor soldier's grave barren and geraniumless, all because of me. A tear splashed down on the book known as "jog'raphy." But the teacher saw it and asked why, and the day was saved.

If we teach our history well, Memorial Day is for children a very real and reverent occasion. At this time patriotism, of necessity a formless sentiment, has a chance to express itself through gratitude for past achievements, and thus is thrown into clearer focus. Memorial Day is our most unselfish and patriotic holiday. It is all very well to speak of "the spirit of giving" at Christmas, but young America cannot help dwelling just as fondly on the spirit of getting. Thanksgiving means thanks, but it also means turkey. Fourth of July, the accepted day of patriotism, is too much embellished with fireworks and pink lemonade to be reminiscent of heroes.

So Memorial Day, expressing service and ideals and patriotism quite unalloyed, presents itself as ideal for the special school celebration. It comes near the end of the school year, and is suitable for a final effort in the way of exercises of pageantry. The school auditorium is often the logical place for a community patriotic celebration. By taking the initiative in preparing something special for Memorial Day, the school can supplement the usual town parade with something more concrete and memorable. Or the exercises may be prepared for the school children only, with a welcome to the general public and a special invitation to veterans.

Sometimes it is possible for a school to present an outdoor celebration of Memorial Day. Seating arrangements and acoustics are difficult but when these can be successfully managed, nothing is more effective than service under the sky. Community singing of patriotic airs and of the familiar songs of our wars, from *Tenting Tonight* through *The Long, Long Trail,* may be a part of outdoor or indoor celebrations.

The Bureau of Educational Dramatics of Community Service, 315 Fourth Avenue, New York City, is glad to help schools to arrange Memorial Day programs. This Bureau will send free of charge a suggested service for Memorial Day which was prepared for the American Legion but may easily be adapted to schools. It consists of songs and readings commemorating the Civil, Spanish and World Wars. Among the suggested readings of which the text is given are Joyce Kilmer's *The Wood Called Rouge-Bouquet* and an extract from Theodore Roosevelt's *True Americanism.*

A tableau which will fit effectively into a Memorial Day program is taken from Elizabeth Grimball's Armistice Day pageant, *Lest We Forget.*

Song — *The Recessional* — Kipling-DeKoven
Chorus or double quartet
Beginning:

"God of our fathers known of old
Lord of our far flung battle line
Beneath whose awful hand we hold
Dominion over palm and pine
Lord God of Hosts, be with us yet
Lest we forget! Lest we forget!"

The whole song should be sung.

(As the last note of the song dies out, a clear toned bell outside slowly strikes eleven. The curtains of the stage part showing in a dim light a line of crouched, tense figures. Suddenly the lights brighten. The figures straighten up and one of their number steps forward.)

Recitation—November Eleventh.....
Hilmar J. Baukhage

We stood up, and we didn't say a word
It felt just like when you have dropped your pack
After a hike, and straightened out your back
And seem just twice as light as any bird.
We stood up straight and, God! but it was good!
When you have crouched like that for months,
To stand
Straight up and look right out toward No-Mans-Land
And feel the way you never thought you could.

We saw the trenches on the other side
And Jerry, too, not making any fuss,
But prob'ly stupid-happy, just like us,
Nobody shot and no one tried to hide.
If you had listened then I guess you'd heard
A sort of sigh from everybody there,
But all we did was stand and stare and stare,
Just stare and stand and never say a word.

From *Yanks,* A. E. F. Verse, G. P. Putnam's Sons, Publishers, New York and London

Suitable for presentation by high school pupils is the short Threnody which opens *"A Pageant of Victory and Peace"* by Thomas Wood Stevens. The poetry of its lines and the beauty of its conception, as well as the accompanying music by Harvey Gaul, will make it a very impressive number. The pageant may be secured from C. C. Birchard, Boston, price $.75, postage $.04.

Many valuable suggestions for the celebration of the day will be found in the book *Memorial Day,* by Robert Haven Schauffler in the series *Our American Holidays**. In arranging the World War part of a Memorial Day program, *Patriotic Pieces from the Great War,*† will be found helpful. It contains many of the best poems and sketches inspired by our last war—some of them humorous, some grave.

The plan of having an historical exhibit in connection with the celebration is worth trying. "Ye Aulde Relic Room," in which were displayed about three hundred and fifty historical articles lent by citizens, was an outstanding feature of the historical pageant recently staged in Portsmouth, Ohio. Such an exhibit could be put on display in one of the school rooms during the week of Memorial Day. The number of relics of memorial interest and educational value that even a little town can produce will prove surprising. Small nieces and nephews will be able to wheedle gas masks and "tin derbies" from A. E. F. Uncles. Someone may cherish a collection of Civil War photographs, dim but replete with memories. There may be a flintlock that was shot at Bunker Hill, a tattered cap that was worn at Gettysburg, a saddle that bore a khaki-clad Rough Rider up San Juan Hill. And these mementoes, brought back to the town by its very own heroes, will lend additional atmosphere to the day for remembrance.

* This may be secured from the Penn Publishing Company, Philadelphia, Pa. Price 40 cents

† Published by Moffat, Yard and Co., 31 Union Square, New York. Price $2.50 each.

Sharing in the Community Service

Boys and girls of the schools may take an important part in the service in which the entire community participates. The following suggested program will indicate how this may be worked out.

ORDER OF ARRANGEMENT FOR THE PROCESSION

Band
Boy Scouts of America } forming the
Girl Scouts of America or } guard of honor
Camp Fire Girls
Sons of the Veterans
Veterans of the Civil War
Veterans of the Spanish-American War
Veterans of the World War

The procession enters the auditorium to the music of *The Battle Hymn of the Republic* or any National Air desired. The formation should be as follows:

The Boy and Girl Scouts lead the procession down center aisle to the platform where they separate to right and left, leaving aisle through which pass

First, Veterans of the Civil War who take their places on the platform center back, placing standards near center

Second, Veterans of the Spanish-American War who take their places on the platform to the right of the Civil War Veterans placing their standards to the right center and

Third, Veterans of the World War who take their places on the platform to the left of the Civil War Veterans, placing their standards to the left center

During this part of the ceremony the Scouts stand at attention. Immediately after the World War Veterans take their places, the assembly stands while the Scouts pledge allegiance to the Flag, after which they march to the back of the auditorium and remain standing to the end of the Invocation.

If feasible, drape the back of the stage or platform with grey or white (preferably grey) so that the standards may be displayed to better advantage. Have a flight of steps leading up to stage at center.

Program

1 Song—*America*
By entire assembly

2 Invocation
By Chaplain of the American Legion Post

3 Reading—*The Bivouac of the Dead*
Theodore O'Hara
or
Memorial Day
Clinton Scollard
(Both poems are contained in *Memorial Day* by Robert Haven Schauffler or in any standard collection of patriotic poems)

4 Song—*Tenting Tonight*
By Veterans

5 Address—Short address to the veterans in which Abraham Lincoln's famous Gettysburg speech may be incorporated

6 Solo—*There is No Death*
Geoffrey O'Hara

7 Reading—Excerpt from *True Americanism**
Theodore Roosevelt
By Spanish-American War Veteran

8 Song—*America—The Beautiful*
By entire assembly

9 Poem—*The Wood Called Rouge-Bouquet*†
Joyce Kilmer, Sgt. Inf.
Killed in action July 30, 1918
(Dedicated to the memory of nineteen members of Co. E., 165th Infantry, who died at Rouge-Bouquet, Forest Parroy, France, March 7th; read by the chaplain at the funeral of Joyce Kilmer, the refrain echoing the music of Taps from a distant grove)
To be read by a member of the American Legion Post (Gold Star Flag raised during reading and entire assembly standing)

10 Song—*Star Spangled Banner*
By entire assembly

11 Recessional *Battle Hymn of the Republic*
Formation for Recessional
After the singing of the national anthem the Scouts form on side aisle ready to lead the procession. At the first note of *The Battle Hymn of the Rpublic,* the Veterans fall in, in the order in which they entered

The music mentioned in the program may be obtained from G. Schirmer, 3 East 43rd Street, New York City
The Battle Hymn of the Republic, Dixie, America, Tenting Tonight, America, the Beautiful, and *The Star Spangled Banner* are contained in *Twice Fifty-five Community Songs,* C. C. Birchard & Co., Boston, price 15 cents a copy
There is No Death, price 40 cents
Apply to Orchestration Department of G. Schirmer for band and orchestral parts

* Published by George H. Doran and Co., New York City
† Published by G. P. Putnam's Sons, New York City

Recreation in Porto Rico

(Continued from page 45)

health measure. The happiness and the welfare of the Porto Rican people are too closely related to their health and physical well being to permit this very vital subject to be neglected. The Walter Camp Daily Dozen Exercises have been introduced into the schools as a beginning in physical training, music from the Victrola accompanying. A marked improvement in general physical development has been demonstrated since these daily exercises were installed. The slogan should be "a gymnasium for every school" and "a gymnasium for every municipality," with proper medical examination and proper health instruction given, as well as physical training.

The school band has become a very important factor in the recreational life of the Porto Rico school children, and has served as a medium of community interest, as well as school interest. The bands supply music for all the school festivals, athletic events and other social occasions. They also furnish band concerts in the public plazas in many municipalities where the entire community assemble for sociability and good fellowship.

The need of recreation through organized community action is finding expression in many different forms. Groups of men and women are working together to meet the need of this new social awakening which is breaking through the fixed traditions of old Spanish custom and environment.

The curtain is slowly rising, the light is being let in, and recreation through its many forms of activity will win a place ere long in the national life of a people who for nearly four centuries have known little of the happiness that comes from free expression of the inner emotions, so inter-related to every act of progress in civilization.

At the Conventions

The Woodcraft League Convention

Dr. Frank Crane, speaking at the annual dinner of the Woodcraft League of America, held in New York City in December, emphasized again the thought that an organization or institution was but the lengthened shadow of a great man with an idea. The man in this case was Ernest Thompson Seton; the organization The Woodcraft League of America; the idea to enrich human life by developing the imagination. Our routine way of living, our standardized thought, our mass action tend to stifle the creative spirit and suppress individuality. To offset this tendency, Mr. Seton felt that each man, woman and child in America, should have a fertile imagination from which to draw ideas for enjoying life when not occupied with the necessary task of making a living.

A knowledge of the out-of-doors, or the "woodsy" idea as the Woodcrafters call it, was chosen as the best medium for building the imagination and for creating individual resourcefulness.

Those interested are gathered together in tribes. A local group may be formed of 10 or more and may be made up of adults or children. Upon the payment of a nominal fee of $3.00 the League will grant a charter which authorizes the tribe to carry on the Woodcraft program, buy badges, grant degrees and otherwise participate in the national development of the Woodcraft idea. There are now 200 tribes in America and Canada and through the effective work of the increasing number of leaders the movement is growing rapidly.

In each tribe a competent leader is chosen (to be a leader, according to the Woodcraft law, one "must know the way, go ahead and get the others to follow") regular meetings are held, both indoors and outdoors, and opportunity is given to each one to report on any beautiful or interesting thing that has come into the experience of the one reporting. Stories of unusual plants, rocks and trees are told; finding and reporting on the treatment of an injured bird or a wounded animal; the blazing of a new trail; demonstrating new games and stunts—these are some of the activities that fill the meeting time of Woodcrafters.

The Woodcraft idea has been helpful to religious workers in holding the interest of the young, to school teachers in their educational work, to recreation leaders in furnishing a program, to business men who keep the spirit of youth through contact with the woods, to community workers in general

Through camps, hikes, nature study, songs, games, stunts and handicraft, thousands of people are finding joy in life because of the work of the Woodcraft League of America.

Boy Scout Executives' Conference

Conference in the discussion of the organization of a local council, many ideas were touched upon which are applicable to the work of many organizations. In organizing a local council the work of the executive is to organize people to build things for themselves. It is not what is done for people but what they do for themselves that counts. The executive is doomed who is running his council as an old-time philanthropy, doing things for people.

Some of the principles to be kept in mind in the organization of a local council are as follows:

1. Get on your council, members who are really representative of all organizations and facilities including always outstanding men who represent labor or other groups. Find out what each person represents before the council is formed instead of forming the council first.
2. Have meetings of the Council at least quarterly.
3. The volunteer worker is extremely important.
4. Committee members must be convinced of the importance of the job, not on the basis that it will take very little of their time.
5. Educational work with committees must be done constantly by the executive.
6. Remember always that the council is permanent, the executive transient.
7. Never build up an organization for the organization's sake.

Good citizenship implies service and sacrifice for the country's good. The state is frequently

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looked upon as a lemon to be squeezed or an oyster to be opened but citizenship involves the passionate desire to make things better for the nation.

Conditions must be maintained which will make men of character want to give their time, believing it is worth while.

The three requirements of a volunteer are character, forcefulness, inclination.

It is the council's responsibility to train its officers and committees and the community at large to an independent conception of the aims and methods of scouting.

A request was made by one of the groups that consideration be given by the national council to some form for grading executives.

Emphasis was placed upon the fact that scouting is for the boy and not the boy for scouting.

Training of Employed Workers

(Continued from page 37)

workers found in the neighborhoods in which playgrounds and centers are located and, on the other hand, the discussions relative to the thorough-going comprehensive and long-term training of playground leaders and executives.

II. It was recommended from the round table on recreation training that the next Congress have a meeting of the executives separate from those less interested in executive and organizing problems. It was suggested that these executives might meet before the Recreation Congress or at one of the early sessions.

III. The round table emphasizes as its most important recommendation the need at the next Recreation Congress of a report or analysis from some one who has given considerable time, thought and investigation to the subject, of the adequacy, methods and relations to each other of the following training institutions:

1. Short courses or institutes for volunteer and minor recreation workers. (Included in this category are the short courses intended to induct workers into the service of recreation organizations.)
2. Recreation centers offering a larger curriculum and requiring one or two years' study. Included in this are the schools for physical training.
3. Training for recreation workers in colleges and universities including courses in physiology and psychology.

An All-Girls Athletic Meet

(Continued from page 27)

Girls under 12 years of age:
1. Egg and spoon race
2. Round arm dodgeball throw for distance
3. Shuttle relay
4. Dodgeball—25-foot circle

Girls under 14 years of age:
1. Flag race
2. Far throw dodgeball for distance
3. All up relay
4. Dodgeball tournament—30-foot circle

Girls under 17 years of age:
1. Block race
2. Sprintball throw for accuracy
3. Potato race relay
4. Dodgeball tournament—35-foot circle

Girls under 21 years of age:
1. Throw for baskets in one minute
2. Fieldball goal throw for accuracy
3. Throw catch and relay

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Night Work for Foreign Groups

In dealing with foreign groups the personality of the leader is of great importance, said Miss Ethel Radiger of the Department of Recreation of Detroit, Michigan. This leader must be sincere and in sympathy with the foreign-born who are exceedingly sensitive and shy and who sense insincerity and patronage very readily.

The best method is to secure the interest and cooperation of the leaders of national groups and work through these. Then activities may be started among the men and their confidence secured. Later the women, who are more difficult to work with since they are timid and hampered by tradition, may be organized into clubs and classes.

Recreation is an appealing channel through which to establish contacts with foreign people. In Detroit there are 48,000 Italians. One flourishing organization of Italian men has furnished the equipment and supplied reading matter for a club room. Smoking rooms and libraries and an Alien Information Bureau have been established.

Plea for More Playgrounds

(Continued from page 51)

There is not one decent field house on the Island of Manhattan in a public park; there are twenty superb houses in the parks of the South Side Commission of Chicago. Here and there, as one goes about, he may smile through his tears, and imagine for a moment that he is in the suburbs of Chicago.

We have outgrown our ground, we must build on our children's feet, yet we have acres of space atop our municipal piers that are unused three quarters of the year. We have aesthetic pavilions of stone in our playgrounds, in imitation of the French; we put up signs that they are for the use of women and children only, and we carefully place the children's sand heaps out of sight of the aesthetic pavilions.

We have no money, alas! No money to save the souls of our children; but we have money to build a Roman arch to commemorate their death. We have money to proclaim to the world that willy-nilly, we are going to abolish children, you know, as horses for autos had to

Graveyards or Playgrounds?

(Continued from page 36)

within the city limits today. The city claims not to know the area of its own cemeteries. A rough checking puts the present space within the city at 1,200 acres.

The school play space is about eighty-two acres while there is need for 175 acres at 30 square feet per school child. The recreation department, a separate department, has 110 acres, 80 acres of which are improved. This is not tied up with the school play activities, but it is doing good work in its field. The bureau of city property controls 638 acres in small parks and squares and the Fairmount Park Commission controls 6,073 acres. These last help the city as a whole enormously but they do not effectively tie up to the play needs of school children.

The citizens of Philadelphia are developing large areas of burial space outside of the city. The Park Commission, which has metropolitan powers, has taken but about 20 acres outside of the city. The school department of course has nothing. We develop the graveyards because they make money and ignore the playgrounds which make citizens.

Conurbation, resulting from the blending of congeries of cities in large metropolitan areas, about which Patrick Geddes speaks, will ultimately result in a deadlock so far as play space is concerned. School grounds are not easily increased in size. New schools may have enough space at the start but they seldom have at the finish.

I therefore propose, because it can't be avoided if we are to do our duty by growing children,

First, that cemeteries consist of roads, walks, lawns, trees and shrubs; no grave stones projecting about the ground, markers only being used. This will relieve us of competition in ostentation and of the devastating results of numerous unrelated and unharmonizing objects of art, art almost universally of low degree. This will make cemeteries beautiful, restful and appropriate and pave the way for the next step.

Second, that entirely filled cemeteries and filled sections of large cemeteries be given over to the play of children. This is a double consecration of this portion of the earth's surface, first to the memory of the departed, and second to the de-

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velopment, the happiness and well-being of living children. I should be much relieved to know that above my dust were the busy feet, the laughter and play of happy children, instead of the horrible medley of impossible art in the maintained cemetery, or the weeds, tin cans, rubbish and toppling stones of the deserted one.

Third, that cremation be more extensively used. There is better logic in depositing the ashes of the departed in small cubicles, one above another, than in trying to house ourselves in cliff dwellings with no place for our children to play.

Fourth, that there be a larger use of all park areas, tied up in every possible way with the needs of pre-school and school children. This will add life to dead spaces and give life to dying children.

Fifth, that cities plan as though they expected to live a hundred years or more, and take ahead of time the space they will need for schools and the play of school children. This will insure the space at a saving of money, the whole cost being easily taxed into the treasury if we will learn to estimate, as well as real estate men and owners universally estimate them, the increments of value due to open spaces for which we pay.

The Utilization of Unused Resources

(Continued from page 29)

vision stands as a challenge both to the recreation worker and to the community.

To the recreation worker it is the call to become motivated by the higher things of the spirit, that illumination and constancy and sincerity that bring forth confidence and inspiration and following—the call to acquire that *honest knowledge* of theory and technique, of methods and practice, of tryouts and developments, of failures and possibilities, so that we may in truth stand as the leaders who are to point out this hope.

To the community it is the demand for a more unselfish interest in the advancement of the common good, in order that the way may indeed be open for all developments of the day that elevate the race.

The utilization of unused resources in the pursuit of happiness is worthy of our effort, for do we not know that it is the spirit of play that lifts man out of the sordid and wearisome into the joy of life!

Play and Health

(Continued from page 42)

this type of physical endurance and stamina. It is one of the greatest prizes which anyone can win for life.

Energy. Some people are born tired. After two or three hours of work any activity becomes irksome and they wish to loaf. These are the natural tramps and hobos, parasites on our civilization. There are others who, like Roosevelt, can work sixteen or eighteen hours a day, carrying on a great variety of occupations, and still enjoy them all. There is perhaps no one thing that is more determining of efficiency and happiness and success than the amount of energy one carries with him into life. While the amount of energy produced is more or less determined by the nature of the nerve cells of the individual, it is chiefly conditioned by enjoyable occupations in childhood in the open air. This fills the blood with oxygen and stirs the deeper cells of the brain by activities similar to those through which the brain was built up in racial history. This means chiefly joyous play. "The child without a playground is father to the man without a job." A child can play all day long and expend every hour an amount of energy which would have tired him out if he had been working instead. This is because the play activity has at its command reservoirs of energy which are not touched by the work motive. Probably there is no other way of developing the maximum energy for adult occupations except through vigorous play.

Happiness. But the factors which determine health are about as largely mental as physical. As it is impossible for a child to be really happy without being healthy, so it is equally impossible for him to be thoroughly healthy without being happy. Childhood is never happy without play.

Tin-Can Golf

(Continued from page 43)

places the ball in the cup. The second player next takes his turn, and so on until all four have "holed in." The game then continues in this way.

When a player drives his ball off the course or in any place where it is impossible to play, he may forfeit two strokes and place the ball on the ground nearest the place where it left the course. A player must not place his ball more than six feet from the completed hole when he is driving for the next hole.

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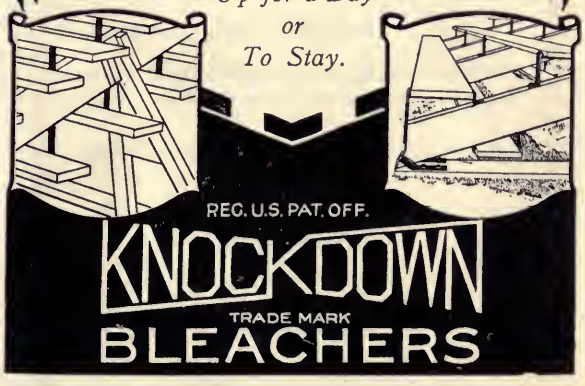

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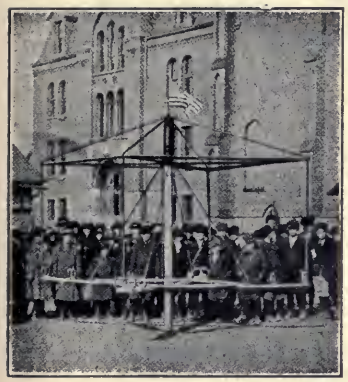

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Training for Citizenship

(Continued from page 22)

very true thing about beauty: "Who walks with beauty hath no need of fear; the sun and moon and stars keep pace with him"; and, again, "Who takes of beauty wine and *daily* bread need have no fears when bitter years are lean." Adolescence itself is the vision—its potentialities, its sturdiness, its useful and its gorgeous time of flowering—the very element which the Camp Fire program seizes upon and builds upon.

It means something definite for the future of the race that over 100,000 Camp Fire Girls went camping this last summer but it means more that each of these girls made with her hands at least one beautiful thing.

Citizenship is a state of mind translated into human behavior. You are the leaders. You represent the enlightened habit of mind of the communities in which you live. You are the cathedral builders that are erecting this vast and rugged structure among the little red roofed houses. When you have finished your labors and gone your way, you will have left a miracle upon the plain.

Training for Citizenship

(Continued from page 20)

done that there is comparatively little basis for being proud of our accomplishment. We know in America today there are something like seven million boys who should be in the Scout movement or in some other movement similar to it. Giving credit for all that each of us claims as work for boys and girls, and all the children reached by the playgrounds of America, the sum total as compared with the great masses that ought to be reached is insignificant.

This responsibility of training for citizenship is one in which we all share alike and that we need practical cooperation of the agencies already in the work for youth that all of us will secure further assistance, further resources in leadership and in financial support, and not have time to talk about the relative merits of this or that method. So may we reach the result which will give us a nation with a larger proportion of God-fearing men and women—men and women so trained for citizenship that they will count it just as glorious to "live and serve" their country in time of peace as to be willing to die for their country in time of war.

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Lifelong Recreations

(Continued from page 17)

up. This game was really an adaptation of *Duck on the Rock,* and we had a fine time. *Prisoners' Base* is another game which we played in family groups.

"When my little girl was four years old, I practically forced her into a shallow stream and persuaded her to come in and lie down. At first she was afraid and cried, 'Papa, too little!' I did this for three days after which my chief trouble was in keeping her away from the water. She has since then been perfectly fearless.

Mr. Ray Carter, also of Community Service, spoke briefly on the significance of the spontaneity of play. He mentioned a taxicab driver who, when visiting a certain city, became inspired with the idea of securing a park in his own town. He came back home with the idea of getting people together and buying a piece of park property. He got one thousand people to subscribe five dollars each, and succeeded in getting the town to buy the park. He felt that by creating the proper environment, people would come out and play.

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From the Report of the Director of the National Americanism Commission of the American Legion

Playgrounds and Community Service

At the invitation of Community Service and the Playground Association, it was a real pleasure to join with them in their National Campaign for bigger and better playgrounds throughout America, and physical education for our children.

The Community Service, an organization of national extent and note, has extended to the National Americanism Commission of the Legion an invitation to support their legislative programs in three states. These programs include child welfare, adequate provision for playgrounds and some course in physical education. One of the outstanding lessons taught us by the war was that upon physical examination of the nearly five million men, one out of every four was found physically unfit for military service to defend the flag. This alarming condition of physical unfitness and unpreparedness of the man power of America is enough to sound the alarm and call for an immediate remedy. Certainly the American Legion believes that every community throughout the country should be provided with adequate number of playgrounds for the children under the proper supervision of directors.

The Legion believes in mental and physical development—the exercise of a clear brain in a strong body. Our beautiful America can be made the playground for our people to promote health and happiness.

The establishing of community playgrounds and civic centers will take the children from our streets and give them ample time to play under the right kind of supervision. The results to be accomplished in campaigns of this kind are of untold value to the present and future generations. Let the children of America be taught the rules of health and the proper way for development into virile manhood and gentleness and purity of womanhood. Cities and communities have been called upon to support Community Service. Certainly it is the part of this Commission to encourage great undertakings of this kind. and we can pledge to Community Service and other like organizations not only our best wishes, but real actual support.

Book Reviews

American Social Work in the Twentieth Century. By Edward T. Devine and Lillian Brandt. Published by The Frontier Press, 100 West 21st Street, New York City. Price $.50

These sixty-two pages may be read in about sixty-two minutes but a much longer time will be taken if this rapid survey of the development of social work in America is digested. No two people reviewing the same historical facts regarding social work will interpret alike the growth taking place and the present trend. New workers and old workers alike, however, will profit by thinking through some of the questions raised in this booklet. All will agree that social work has now reached the stage where the interest of the wider public is imperative, where all elements in the community must be given an opportunity to participate, that the promotion of the social welfare is not a task to be monopolized by a small group of professional social workers.

A Handbook of Games and Programs. By William Ralph LaPorte. Published by The Abingdon Press. Price $1.00

In this book the author "has undertaken to collect a large list of games and stunts suitable for many different purposes and arranged in such a way as to make them easily available for all occasions." There is a chapter on Social Leadership with suggestions for planning the program and with simple programs for parties of various types. This is followed with chapters on Get Acquainted Games, Competitive Social Games, Social Programs on Special Themes, Social Stunts and Skits, Playground Games, Relay Races and Physical Stunts.

Games for Elementary Grades. Compiled by Julia E. Davis and Charles H. Williams. Issued by the Hampton Normal and Agricultural Institute, Hampton, Va.

This suggestive little pamphlet contains directions for games arranged according to grades. These discussions, in conjunction with the suggestions to teachers, make the booklet exceedingly practical.

Manual of Physical Education for Elementary Grades. Published by the State Board of Education, Hartford, Connecticut

No more comprehensive syllabus has yet appeared than that issued by the State Board of Education, Hartford, Connecticut, which contains a vast amount of information for teachers.

Part one contains exceedingly valuable material on general principles underlying the organization and conduct of courses in physical education. Especially noteworthy are the adaptations which have been made to one- and two-teacher rural schools. Part two, with its division of playful or recreation activities, has a vast amount of helpful material. In part three, lessons are outlined according to grades. Part four is devoted to a series of practical rules for athletic events, badge tests, height and weight classifications, group contest plans, stunts and contests, home made play apparatus and other equally instructive and helpful material.

My Bookhouse. By Olive Beaupré Miller. Published by The Bookhouse for Children, 608 So. Dearborn St., Chicago, Illinois

No more comprehensive and delightful combination of literature for children is available than these six volumes representing a mother's idea of fundamental literature for children. *In the Nursery* is the title of the first volume in which Mother Goose tales predominate, although Robert Louis Stevenson, James Whitcomb Riley, Eugene Fields and other well-loved writers are to be found here. *Up One Pair of Stairs,* the second volume, introduces variety of folk tales, stories and poems. *Through Fairy Halls,* the title of volume three, is, as its name implies, a combination of fairy tales. Volume four, *The Treasure Chest,* is designed for the adventurous age, and book five, *From the Tower Window,* containing stories from all the world's great epics, introduces the child to the literature of romance. *The Latch Key,* volume six, tells the story of the lives of the various authors whose works appear in the other five books and contains articles on Old Mother Goose, the Folk Tales and myths.

There are over fifteen hundred charming illustrations in the books and five hundred and thirty-seven titles. One hundred ninety-seven authors have contributed to this unusual publication.

Child Life. Published by Rand, McNally & Company, 536 South Park Street, Chicago, Illinois

A very delightful magazine for children and charmingly illustrated is this publication, comparatively new in the field. Each issue contains *Happiness Hall,* a department made up of stories, poems, and fairy tales; *The Joy Givers' Club;* outdoor and indoor games; *Nature Stories;* a section picturing children in foreign lands with their habits, customs and dress; *Little Artists,* a department containing stories of the lives of artists written especially for the child, and *Plays and Pageants* of educational value.

Girl Reserves Bookshelf. Published by the National Girl Reserve Department, 600 Lexington Avenue, New York City

Not the least valuable feature of the Girl Reserve movement promoted by the National Board of the Y. W. C. A., is the literature which the movement is producing. The *Girl Reserve Manual for Advisers,* the *Guide for Grade School Reserves,* and the *Handbook for High School and Boarding School Reserves* are full of helpful suggestions.

Well deserving of mention, too, is the Girl Reserves Bookself, now appearing in mimeographed form, which is designed for the use of secretaries for work with the younger girls, committee members, and advisors. The November issue contains as one of its sections the following plays and masques fully described: *What Is It To You,* a Child Labor playlet; *All Nations Masquerade; The Fellowship of Service,* (a simple masque of the first Christmas), with suggestions for costuming and lighting; *A painted Doll or a Good Sport,* (a pantomime of old and new China), with directions for producing.

Recreational Leadership for Church and Community. Py Warren T. Powell. Published by The Methodist Book Concern, New York City. Price $.80

The literature on church recreation which is now being assembled has recently been augmented by Mr. Powell's helpful book, containing a fund of information on recreational leadership and program making. The educational and moral values of play, essential elements in the recreation program, organization, administration and leadership of recreation program, construction, principles of material for programs of physical, social and mental activities and types of churches and programs are some of the topics discussed. One of the most helpful things the book does is to direct leaders to the sources of material adaptable to church recreational programs.

Town Studies. By Harold D. Meyer, Volume 2, No. 4, University Extension Division. Published by University of North Carolina Press, Chapel Hill, North Carolina

This booklet suggesting programs for women's groups has been prepared as a study course for those interested in civic development. All the questions and topics have been presented with two questions constantly in mind—what is the community doing for the

citizens and, what are the citizens doing for the community?

The topics under which the discussions are grouped are as follows: location and position of the town; general administration; financial organization and methods; town planning; sanitation and housing; public health welfare; public safety; public works and utilities; public recreation; public education; voluntary and civic services; services to the rural community.

The pamphlet also suggests a number of types of meetings to be held on the subject and questions of general interest.

Dramatization of Bible Stories for Children. By Elizabeth Miller. Published by Educational Division, Department of Missions, Protestant Episcopal Church. Price $1.00

This book contains dramatization of the stories of Joseph, David and Goliath, Moses in the Bulrushes, Ruth, Queen Esther, Abraham and the Three Guests, Daniel in the Lion's Den, and some New Testament parables. These dramatizations are the result of actual experiments with children. Descriptions of costumes and settings and suggestions for producing are included.

School Program in Physical Education. By Clark W. Hetherington. Published by World Book Company, Yonkers, N. Y. Price $1.00

At just this time when so much attention is being focused on physical education, this book by Clark Hetherington, who is so well-known an authority in the field of physical education, will come as an important contribution.

The book embodies the first attempt to formulate for physical education a school program that is indigenous to America. It builds on the growth that has been taking place, interprets the growth and formulates the principles involved in the organization of a program in physical education to meet the needs of children in their preparation for citizenship. "Perhaps the greatest contribution made by the author in this report," says Miss Margaret McNaught, "is to be found in his treatment of the primary aims of physical education."

The book is divided into three parts: (1) The sociological status of physical education, (2) The objectives of physical education, (3) The program in physical education, appearing in four sections in which the program is discussed from the point of view of mental progress, of training in character and morals, and of health conditions.

The Meaning of Child Labor. By Raymond G. Fuller. Published by A. C. McClurg & Co., Chicago, Ill.

"The primary objective in child labor reform is the abolition of child labor, not its mere regulation," says Mr. Fuller in introducing his subject. "Very definite gains have been made, but we cannot lay the flattering unction to our souls that child labor is over. It is far from over. The task of reform, of abolition, has just begun."

The author, in his clear cut statements of the present situation, throws a great deal of light on methods of reform, the amount of child labor, its costs, its relation to school attendance and abandonment, and federal and state legislation. He urges that play, especially supervised play," be made a substitute for child labor. "Play is often regarded as practically identical with idleness. It is regarded as a waste of time. The real waste of time is in not playing and in going to work too soon."

The South End Almanac. Prepared under the auspices of the South End Improvement Association. Rooming House Association and South End Women's Club, Boston. Published by the South End Improvement Society

"The Almanac," writes Mr. Albert J. Kennedy of South End House, "represents an adventure in yearly publicity. An in-town part of the city like ours has no weekly paper which the districts further out almost universally have. People move in and out on the in-town thoroughfares and neglect the side streets which, on the whole, contain the homes of the institutional resources of the area. Certainly a first step in good community organization is making available the resources whch exist."

The Almanac, in addition to the wealth of information it contains regarding the local resources in business, social agencies, churches, schools, playgrounds and institutions of all kinds, has a most interesting history of the development of South End of Boston from colonial times, and astronomical information, notices of secular and ecclesiastical holidays, important meetings of local organizations and various local lore."

Sand Craft. By J. Leonard Mason. Published by J. L. Hammett Co., Cambridge, Mass. Price, $1.00

Mr. Mason, from his long experience in the recreation field, has made a real contribution to the development of the creative instinct in his book on Sand Craft and in the set of sand tools he has devised to put into effect the suggestions offered in the book.

The preparation and care of modelling sand; how to make new sand tools; what to model and how to model it; stories to tell while the modelling is going on; and lesson arrangements in sand modelling in schools and recreation centers are all discussed in this very helpful book. It should be in the library of every recreation worker.

Plays for Amateurs. (A Selected List). Prepared by S. Marion Tucker, New York Drama League. Published by H. W. Wilson Company, New York

In this revised list of plays, Dr. Tucker has included in general only those plays which have been released for production by amateurs, contemporary plays, plays unobjectionable in subject matter, plays that combine theatric and literary merit, plays that are within the acting and producing scope of amateurs and plays that are at present in book form.

The plays are divided into six general classifications—one-act plays for men and women, plays for men, for women, long plays, plays for outdoor performance, and plays in oriental settings. Brief information is given regarding cast, settings and the general character of the play. There is also given up to date information on publishers, prices and royalties.

The Good Samaritan and other Bible Stories—Dramatized by Edna Earle Cole Spencer. Published by Goodenough and Woglom Company, 14 Vesey Street, New York City. Price $1.25 net

Eleven of the most popular Bible stories have been dramatized in this little book. The dramatizations are brief and simple. They are written with the idea of making Bible stories more interesting to children by giving them an opportunity to see and live them. The following stories are contained in the book: The Good Samaritan, Paul and the Jailer, A King's Life Spared, Esther, the Brave Young Queen, Peter and the Roman Captain, Two Journeys to Bethlehem, The Story of the Twelve Spies, The Story of Joseph, Naaman and Gehazi, The Story of the Baby Moses and the Story of Little Samuel.

Dramatization in the Church School. By Elizabeth Erwin Miller. Published by University of Chicago Press. Price, $1.25

Elizabeth Erwin Miller, author of Dramatization of Bible Stories, which is being widely used by workers in religious drama, has presented in this series of ten lessons the first teachers' training course to be published in the field of dramatization in the work of the church. The course is designed to be given as a part of the regular training for prospective workers as a course in church workers' institutes and for the special training of church school teachers. Educational dramatics,

the method, grouping, use of color, costuming, Biblical material suitable for dramatization, and similar topics are discussed in this helpful book.

A Practical Handbook of Games. By Emily W. Elmore. Published by Macmillan Company

"This book," states the preface, "is planned primarily for the use of teachers and game leaders, and the games are discussed from pedagogical and psychological standpoints." The games are arranged for children from the first grade through the high school, and representative games are given for each type, but not more than one or two of a type "because experience teaches that children thoroughly enjoy games which they know well and like, and they prefer to play these again and again rather than to be learning new ones constantly."

The games are described in such a simple, concrete way and the plan of the games is so correctly shown that every teacher or parent can readily see how they are to be played.

A Year of Recreation. By Ethel Owen. Published by the Abingdon Press, New York

Have you had what you are sure is "positively your last" idea for a social? If so, *A Year of Recreation*, with its twelve suggestive socials, one for each month, will be a life saver. Not only are there suggestions for each holiday, but such features are included as a literary evening, an April shower, a college shower, a tramp in the woods, an outdoor social and others.

A Brief Manual of Games for Organized Play. Compiled by Martha T. Speakman, Children's Bureau, U. S. Department of Labor. Published by the Government Printing Office. Price, $.05

This manual, prepared at the request of thee Commissioner of Education of Porto Rico will have value for school teachers everywhere. Suggestions for the teaching of games, games for younger and older children in the school room and on the playground, races and relays, bean bags and ball games and suggested game programs make up the contents.

Social Plans for Young People. By Christian F. Reisner. Published by Abingdon Press, New York

The fact that this book is now in its fifteenth edition is an indication of the place it has filled in the social program of the churches. Not only are programs for socials suggested, but there is back of the program a definite plan designed to bring out certain educational values. There are, too, suggestions for church aid and service activities which young people may carry on and for study classes which will stimulate thinking on community problems.

Handbook for Workers with Young People. By James V. Thompson. Published by The Abingdon Press, New York

Literature which has recently appeared indicates that the church is recognizing the part which social and recreation activities must play in the lives of young people and is taking steps to provide for recreation leadership in its training of church workers. Mr. Thompson has included a chapter on social life which gives a birdseye view of the recreation field and points out the necessity for a constructive program. The book as a whole shows an insight into the motives and ideals of young people which should be very helpful to church workers.

Recreation for Young and Old. By Homer Kingsley Ebright. Published by the General Office of the Epworth League, Chicago

In *Recreation for Young and Old,* we have another book designed primarily for church workers. Little is to be found in this book on the theory of play, but practical directions for playing a number of games are given under the headings; Recreational Games, Athletic Games, Quiet Games, Stunts and Entertainments.

Good Times for Girls By Mary E. Moxcey. Published by Methodist Book Concern, New York

Many popular games and stunts for social occasions will be found in this practical booklet which has suggestions to offer on planning parties, devices for getting acquainted, special feature programs and entertainments in which all are to take part. An interesting chapter is one suggesting games and activities which may be used when some entertain others. Sharing Sunday afternoons suggests a delightful hospitality program for boys and girls. Chapters on refreshments and decorations will be exceedingly acceptable to hostesses whose ideas have been called upon to stand the wear and tear of many parties. In a chapter on dressing up, the author has introduced in a very tactful way some comments on good taste in dress.

The book is planned with the idea that the girls themselves will assume responsibility for the program suggested. It is from this point of view a training in recreation leadership.

Thrift and Handicraft

(Continued from page 56)

as well as other floral and vegetable baskets, trowels, hand-weeders, shears, watering-pots, and children's rakes, hoes, and shovels. Another group of salable articles included garden aprons, gloves, sun bonnets, kneeling cushions, small painted flower pots, and painted trellises and sticks for potted and garden plants. Orders were taken for garden books and magazines, samples of which were lent for exhibition by those who had found them helpful.

For children, in addition to many of the things which have been mentioned, there were hanging baskets made of half egg shells with a bit of moistened cotton in the bottom of each on which had been sprinkled a generous supply of flax seed. There were also sponges with envelopes of bird seed, and the children were told how to sprinkle the seed in the holes of the sponges after it has been saturated in water and placed on a dish and how it must be kept well watered and exposed to sunlight to make the seedlings grow.

A novel feature of the booth were the posters with such inscriptions as:

DON'T DESTROY THE ROOTS OF THE WILD FLOWERS

NEVER PICK FLOWERS THAT YOU HAVEN'T A USE FOR

NEVER DISTURB FLOWERS THAT WILL WITHER BEFORE YOU CAN REACH YOUR DESTINATION

SEND FLOWERS TO CITY CHILDREN WHO RARELY SEE THEM

SHOW YOUR FRIENDSHIP FOR FLOWERS BY KNOWING THEIR NAMES

Spring Revel, Public Schools, Decatur, Illinois

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Victrola

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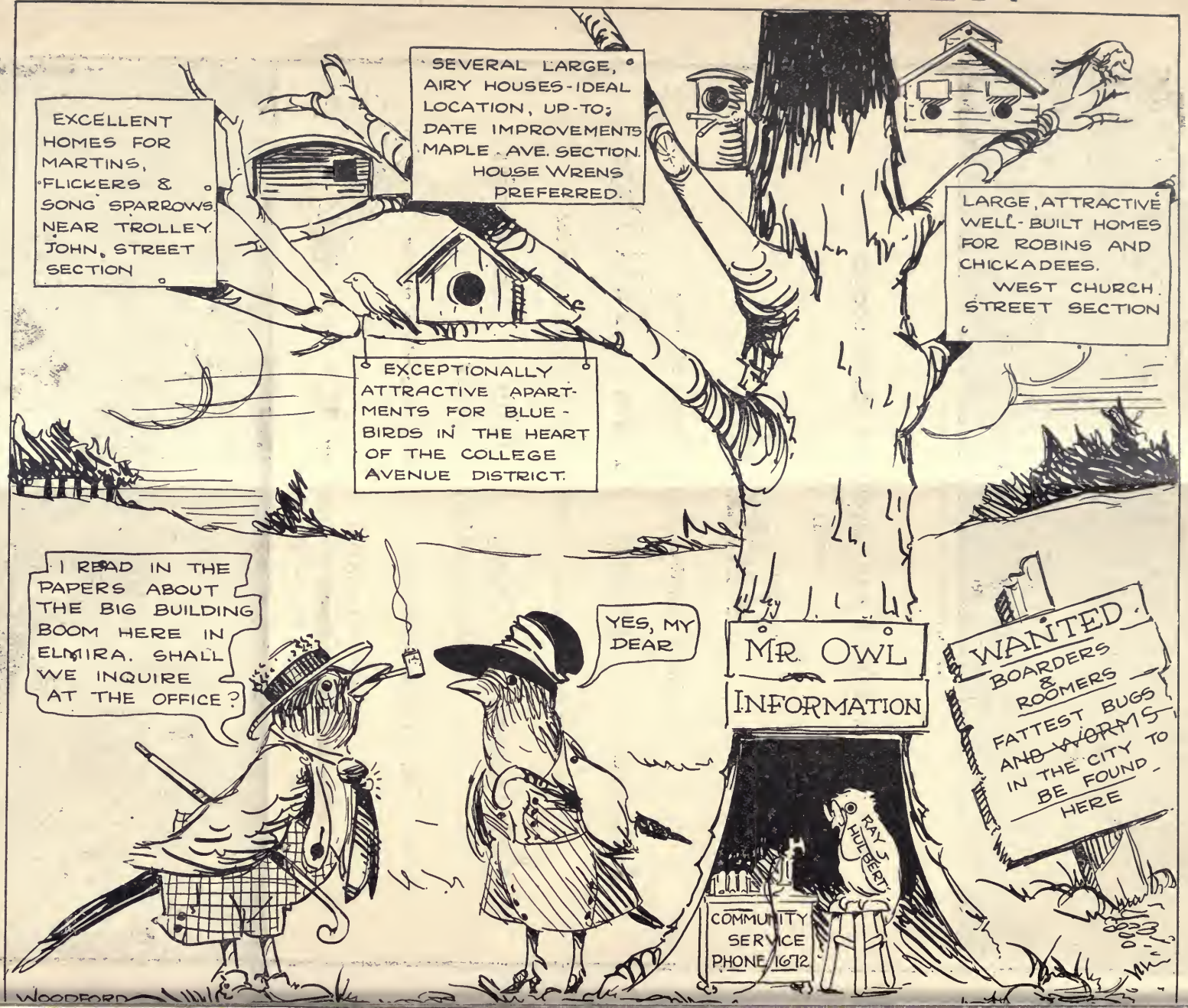
EXCELLENT HOMES FOR MARTINS, FLICKERS & SONG SPARROWS NEAR TROLLEY. JOHN STREET SECTION
SEVERAL LARGE, AIRY HOUSES - IDEAL LOCATION, UP-TO-DATE IMPROVEMENTS MAPLE AVE. SECTION. HOUSE WRENS PREFERRED.
LARGE, ATTRACTIVE WELL-BUILT HOMES FOR ROBINS AND CHICKADEES. WEST CHURCH STREET SECTION
EXCEPTIONALLY ATTRACTIVE APARTMENTS FOR BLUE-BIRDS IN THE HEART OF THE COLLEGE AVENUE DISTRICT.
I READ IN THE PAPERS ABOUT THE BIG BUILDING BOOM HERE IN ELMIRA. SHALL WE INQUIRE AT THE OFFICE?
YES, MY DEAR
MR. OWL
INFORMATION
WANTED
BOARDERS & ROOMERS
FATTEST BUGS AND WORMS IN THE CITY TO BE FOUND HERE
RAY J. HULBERT
COMMUNITY SERVICE PHONE 1672
WOODFORD

The Playground

Vol. XVII No. 2 MAY, 1923

The World at Play

"All Sports for All."—The slogan made famous by the International Olympic Committee is actually becoming a fact in many countries, according to Count Henry de Baillet Latour of Belgium, Vice-President of the Committee, who has been touring Central and South America in behalf of the "Olympic idea."

"I was impressed as I traveled about the world and as reports also came to me from Far Eastern countries," Count Latour's formal statement said in part, "by the increasing interest everywhere on the part of the youth of the land in physical recreation and exercise. I believe thoroughly in the old Grecian Olympic ideal of every man physically fit at all times and am impressed by the fact that this ideal now seems to be a possibility as simple sports of all kinds promoted by a variety of organizations seem to be increasingly popular throughout the world."

A Plea from Europe.—Mrs. Willoughby Rodman, of the Los Angeles Recreation Commission, has been traveling over Europe—particularly through Russia, Czecho-Slovakia, Austria, Belgium and Poland. Everywhere she has talked to people of playgrounds and recreation—of the kind of work which recreation leaders are doing throughout America—and everywhere she has met with a most sympathetic response. What few recreation centers these people have already established (mostly with the help of the American Red Cross)—perhaps two or three to a country—make them see only too clearly the great need for more.

But poverty reigns in these war-ravaged lands. The spirit of play is almost stifled and the children have grown old before their time. "Keeping the wolf from the door" must be their first thought. In Vienna, for instance the city has given considerable acreage for a play field but the government has no money to develop it. Fifteen hundred dollars would do it.

Mrs. Rodman urges that we in America—we favored ones whose children are happy with the lightheartedness of youth—give something to make play possible for these unfortunate people. Even small gifts will be most welcome. Anyone wishing to respond to Mrs. Rodman's plea may send his contribution to the Playground and Recreation Association of America, 315 Fourth Avenue, New York City, to be forwarded Mrs. Rodman.

For the Children of India.—A very interesting letter has reached the Association from a missionary of the American Board of Boston at Sholapur, India, telling of problems in connection with work turned over to the Mission by the government.

"We are trying to link up the ordinary school work done for a thousand children of criminal tribes people here in Sholapur, with a type of probation work after the plan followed commonly in England, and in connection with that, we very much want to have a playground kept regularly open with paid supervisors and require the troublesome girls and boys to be present there when they are not in school, so they will not be stealing wood from the forests or more valuable things from the bazaar. Anything you can send me or direct me to in this line will be much appreciated.

"We have the largest settlement for criminal tribes anywhere in India. There are four thousand people living within a barbed wire enclosure, who have to answer to roll call daily and nightly. We have a thousand of their children in school and attendance is compulsory; so we have a large opportunity to make these boys and girls useful citizens rather than the criminals they will be if they follow

in their parents' footsteps. Punishment does not make them good. We must make them like something better."

Where Weather Doesn't Count.—Snow and sleet, one day in March, made it impossible for the town's regular motor busses to transport the players and spectators to the hall where the Community Service League of Hamilton and Wenham, Massachusetts, were to play basketball. But that couldn't stop the game! Dr. J. G. Corcoran, president of the League, secured the use of one of the town busses and, with Mr. Robert Robertson, Jr., chairman of the school committee and secretary of the league, organized a free jitney line. Dr. Corcoran drove the big bus, and Mr. Robertson, in his own car, made trip after trip until everyone had been taken to the hall. Then these two enthusiasts became scorer and referee for the games which followed.

It is the expression of just such a spirit which is making the community recreation movement possible throughout the country.

No Community Too Small for Appropriation for Recreation.—Avon, Massachusetts, with a population of 2,164, has appropriated $500 for public funds for the establishment of a playground.

Parks in Bridgeton, N. J.—The South Jersey town of Bridgeton, with a population of about 14,000, has a well maintained tract of 1,000 acres of park and lakes. It is one of the few parks of the country that approaches self support. From last year's budget of $6,000, $4,000 was received from boat licenses and revenues from the city farm, included in the park tract.

Few towns, especially those situated as is Bridgeton in the open country, have been so far sighted in their provisions for parks.

A Bond Issue in St. Louis.—St. Louis has passed an $87,000,000 bond issue, of which $2,500,000 will be devoted to parks and playgrounds.

Recreation Fund Over-Subscribed.—In days when instances of over-subscriptions are exceedingly rare, the announcement that Leroy, New York, with a population of 4,203 has over-subscribed its recreation fund by $1,000 is a matter for genuine congratulation.

In addition to the $4,000 raised through this private fund, the village board a year ago appropriated $3500 for the work of the first year. This appropriation, it is believed, will be continued. Pending the building of a community house, a number of rooms have been rented and equipped as a recreation center.

A New Recreation Building.—Virginia, Minnesota, is soon to have a new city hall and recreation building which will be an unusually well equipped structure. A total of $400,000 is in deposit at the local bank for building purposes.

A Playground on a Large Scale.—Oklahoma City's dream of a large public playground is to become a reality. It will be built in the old brick pit where, according to Major Hackett, who is builder of the Ohio State University stadium, excavation has already been done which, at commercial rates, would cost a million dollars. The Brick Pit playground and park will be about 650 feet square. It is planned to have in the center an immense stadium capable of seating forty thousand. There will be football and baseball fields and a track. In other parts of the park will be tennis courts, wading pools and playgrounds.

A Recreation Council.—For a number of years York, Pennsylvania, has had a Recreation Department. In addition, the city has added Neighborhood Civic Associations, functioning with the commission. Now the Commission, in an effort to make its work still more effective and community-wide, has taken a further step and is planning for the organization of a Recreation Council. This Council, which will serve in an advisory capacity, will be made up of representatives of the various clubs, lodges, churches and private groups which are carrying on recreational activities of any kind. This group will come together at stated intervals to discuss recreational problems and the best means of furthering the local work.

A Banquet of All Nations.—On February 21 there was held at the Highland Park, Michigan, High School cafeteria a banquet of all nations. Given under the auspices of the

Golden Rule Administration Association, many local organizations and city departments combined to make the banquet a success. Sixty-seven nationalities were invited to send representatives. The banquet was followed by a program of orchestral selections, singing and speaking. The orchestra was furnished through the courtesy of one of the school recreation centers.

Applying the Spelling Test to a Community.—A spelling bee, which used to bring out a great crowd in 1889 and thereabouts, can cause quite as much enthusiasm in 1923. Such a "bee" was held in the Westchester, Pennsylvania, high school in March, when twenty young folks matched with twenty of the older people, with the result that those who had been trained in the oral spelling in the past generation won out, five to one.

The last representative of the high school group was a girl whose father had gone down on the other side early in the line because he forgot the capital in Appalachian.

The boys and girls spelled with precision and snap. But when the old time puzzlers were reeled off for the purpose of thinning the ranks, they found themselves in deep water, for today stress is placed on learning to spell correctly the words in most general use, rather than "catch" words.

The audience, which filled the auditorium, showed intense interest during the whole contest, refraining with difficulty at times from supplying a missing letter or giving a helpful suggestion to a hesitating speller.

In Oxnard, California.—Oxnard Community Service reports two classes of china painting with twenty-four women in the two groups, which meet regularly at the Oxnard center. A local art teacher directs the classes.

A result of the development of horseshoe playing in Oxnard has been the great interest aroused among the high school students in the game. Shoes and pegs have been lent to the High School and the boys play with great enthusiasm at noon time and after school.

Developing Talent.—A novel contest was held in February in Jersey City, New Jersey—well known in recreation circles as the city having the officially recognized marble champion. Prizes were offered the playground boy or girl modeling in snow the best likeness of a prominent person. Little Michael Angelo Zacchione is now being proclaimed "snow man king" by virtue of a very commendable bust of Lincoln.

A $2 Per Capita Expenditure for Recreation.—At a town meeting held March 12, Turners Falls, Massachusetts, with a population of about five thousand, by a vote of three to one appropriated $10,000 for year round recreation work. Five thousand dollars of this amount is to be used in grading and equipping grounds, and $5,000 for a year-round worker and for maintenance expenses.

A Play Field for Auburn, New York.—Some time ago, Auburn purchased a play field for $5,000, paying $2,000 cash and executing a mortgage of $3,000 for the balance. The local Community Service group, wishing to present this to the city, called a meeting to consider the raising of an amount necessary to pay off the mortgage. Nine of the ten members of the executive committee were present at the meeting, and each member agreed to underwrite $300 of the expenses rather than to conduct a campaign for funds.

A Gift to Sanford, Maine.—Sanford, Maine, through Miss Emory, has received $5,000 for a playground, the town being asked to provide $3500 for grading and equipping it.

Community Recreation vs. Bootlegging.—Mr. Emory, assistant superintendent of the State Civic League of Maine, reports that a man whom he had had arrested in Waterville for bootlegging told him that if Community Service work continued it would be impossible for bootleggers to do a substantial business.

At Middleboro, Masachusetts.—A Junior Athletic Meet at Middleboro, under the auspices of Community Service, provided a thrilling afternoon for the participants and those who came to cheer them on. Following the salute of the flag and the singing of America, came this program:

1. Girls' twenty-five yard dash
2. Boys' twenty-five yard dash
3. Girls' basketball throw

4. Boys' basketball throw
5. Girls' basketball relay
6. Boys' jump stick relay
7. Girls' potato race
8. Boys' human wheel barrow race
9. Girls' all round relay
10. Boys' all round relay

A Playground at Santa Rosa, California.—The Oakland, California, Tribune for March 24 reports that following the action of Frank T. Doyle, a Santa Rosa banker and president of the Chamber of Commerce, in buying a twenty acre tract to be given the boys and girls of the country as a playground, Luther Burbank has announced the gift of $5,000 toward a fund for developing the playground and building a club house. The playground will be dedicated as a memorial to Mr. Doyle's son.

It is planned to have, in addition to the log club house, a baseball diamond, a swimming tank, wading pools, athletic equipment and picnic conveniences such as stone cooking ovens, benches and tables.

Cincinnati's Training Class.—A class for the training of playground workers is being held at the University of Cincinnati under the auspices of the University department of physical education and Community Service. The course, which is given every Saturday morning, will extend over a period of nine weeks.

A New Playground in Oakland.—The Oakland Recreation Department has recently opened a new recreation park to be known as the New Century Community Center. Equipped with all the latest play apparatus including a small baseball diamond, the new ground covers a city block of land. The Century Club building adjoining the park has been donated for the use of the Recreation Department as a field house for the playground.

Prisoners Help Raise Funds.—More than $240 was realized for the benefit of the University stadium fund at Lincoln, Nebraska, by an entertainment given by the inmates of the State Penitentiary. At least five hundred people crowded the auditorium. The prisoners were given holiday privilege and allowed to witness the performance.

Millionaire Club Has Anniversary.—Seattle's Millionaire Club, an organization which is concerned with the problems of the unemployed, celebrated its second anniversary in March with a program continuing throughout the week and closing with a religious service on Sunday, March 11th. The celebration opened with a program of musical numbers, community singing and dramatic sketches arranged by Community Service.

Special days planned for the meet were Monday—Everybody's Day; Tuesday—Associations' and Clubs' Day; Wednesday—Organized Labor's Day; Thursday—Educational Day; Friday—Musical Day; Saturday—Children's Day, and Sunday—Religious Day.

Ambitious Performance in Glendale, California.—The first public appearance of The Community Service Players of Glendale, California, Nanna Woods directing, was marked by the presentation of an oriental play, *The Arabian Love Story,* adapted from The Arabian Nights. The play was the star feature of a special program offered by manager William Howe at the Glendale Theatre. All of the town's social and civic organizations were present the opening night. The recently organized group of amateur players numbers sixty. Preparations for the play have been under way for three months. The art committee painted the head dresses and girdles, and the wardrobe committee designed and made the costumes.

Clarence is Popular in Butler.—Booth Tarkington's four act comedy *Clarence,* is proving a record breaker in arousing public interest and enthusiasm for the Little Theatre group of Butler, Pennsylvania. These amateur actors have presented the play this winter to packed houses in Butler, Zelienople, and Ellwood City. They are even preparing to give second performances. At Zelienople the play was given under the auspices of The Women's Community Club, for the purpose of raising funds for a public library.

Dramatic Work in Urbana.—The Urbana Community Players came about as a result of the drama institute held last spring under the auspices of Community Service with Percy Jewett Burrell directing. The second annual performance was given in February, at Clifford

Theatre. It comprised: Booth Tarkington's *Ghost Story,* Barrie's *The Old Lady Shows Her Medals* and Alice C. D. Riley's *Their Anniversary.*

Community Theatre Opens in Logan, Utah.—A community theatre has been opened at Logan, and a limited number of performances are being given this season under the auspices of the local Community Service Committee on dramatics. This is comprised of Miss Edith Bowen, Miss Margaret Wilkinson, O. G. Cardon and W. O. Robinson, Executive Secretary of Logan Community Service. A six weeks' drama institute in Logan has also been started for the instruction of recreation leaders of the various church and fraternal organizations in the matters pertaining to the production of plays and operettas. The first of the series of productions directed by professor Robinson, was James Forbes' play, *The Famous Mrs. Fair.*

Brockton, Massachusetts, Starts Dramatic Work.—Dramatic work has been started in Brockton, Massachusetts, under the direction of Miss Marion Richardson of Community Service. Weekly meetings are taking place for the study of costuming, scenery making and lighting effects.

Player Group Formed in Anaheim, California.—The organization of The Community Players of Anaheim, California, is a feature of the Community Service program of that city. Their first play, Booth Tarkington's *Ghost Story,* was given at the high school auditorium at a meeting of the teachers' organization. Regular meetings of The Community Players take place each month. The officers are Blaine Gibson, president, Mrs. Faye Kern Schultz, vice president; Ruth Chamberlin, secretary-treasurer, and Mrs. T. DeCue, director.

Pageant for Colored Group in Rockford, Illinois.—Much interest and enthusiasm was aroused among the groups of colored people at the Community Center in their pageant. Ada Crogman of Community Service organized the dramatic activities. Over seventy-five persons participated. Dr. C. P. Connolly, executive secretary of the Rockford Social Service Federation, is cooperating in this work and has extended an invitation to Miss Crogman to speak in his church. Mrs Chandler Starr, president of the Mendelssohn Club, Dr. Raymond S. Carman, pastor of the State Street Baptist Church and Miss Spafford, president of the Rockford Women's Club, are among other prominent citizens of the community interested in the constructive plans for the colored people of Rockford who are lending their influence and cooperation in assisting Miss Crogman and Miss Wrenn.

Women's Club in Clarksburg, West Virginia Give Plays.—Three one-act plays were presented at the Masonic temple auditorium in Clarksburg during January under the auspices of Community Service. The plays *Suppressed Desires, The Wonder Hat* and *Mrs. Pat and the Law* were given by the three women's clubs of the community.

Dramatic Club Started in Carbondale, Pa.—A community dramatic club has been formed in Carbondale, Pennsylvania, as an outgrowth of the drama work done last Christmas. A successful production of the Nativity play surprised both actors and audience "with what home talent could do," and considerable enthusiasm for a little theatre movement has resulted. Among those heading the movement are Misses A. Birs, D. Atkinson, K. Foster and R. Scalise.

New Play in Rehearsal in Louisiana Town.—The dramatic committee of Community Service of New Iberia, is rehearsing the play *Belinda* for presentation early this spring. There has been much activity in dramatic lines in this Louisiana city ever since its pageant production of *Evangeline* last summer which drew large crowds of spectators.

Drama Group Organized in Warren, Ohio.—The Warren Dramatic Players presented three one-act plays under the auspices of Warren Community Service January 10th, and 11th at East Junior High School and West Junior High School. The play, *The Florist Shop,* was directed by Bill Konold; *The Maker of* Dreams, by Mrs. Frank Rose; and *The Neighbors* by Mrs. Arner Clark.

Community Interest Aroused by Pageant in Corsicana, Texas.—The Navarro County Historical Pageant produced by Corsicana Community

Service at Navarro Country Fair, Margaret Wright directing, has aroused wide community interest. As the principal attraction of the County Fair it was witnessed by hundreds of people. Interpreting the unusually picturesque and dramatic episodes of local history it served to introduce these episodes to the children and young people in an effective manner.

Work of Dramatic Council in Jackson, Michigan.—A Dramatic Council with five departments has been organized under Community Service in Jackson, as a result of the Community Drama Week and the Drama Institute conducted here in November by Nina B. Lamkin. The Council meets every Tuesday when the program includes the reading, rehearsing and production of a one-act play each month. Among the departments are a Biblical drama group and a group interested in promoting children's dramatics.

Home and City Beautiful.—A Home and City Beautiful Exposition will be held by the American Home and City Beautiful Association, at Atlantic City, N. J., June 16-September 8, 1923. The 100,000 square feet of exhibit space on Young's Million Dollar Pier has been engaged for the exhibit of public and private buildings, materials, equipment and furnishings; gardens, seeds and supplies; art; musical instruments; The City Beautiful, embracing municipal improvements, hygiene, sanitation and accident prevention; pure food products; recreation, athletics, resorts, travel information and "Wireless Wonders."

The Recreation Movement and the Radio.—More and more the radio is coming to serve as an educational medium for bringing before large numbers of people information regarding the recreation movement.

Recently, V. P. Randall of Community Service was asked by the Detroit News to speak for ten minutes over the radio on the subject of "Play in Character Building." He selected as his main theme the subject of "Home Play" and made an appeal to mothers for a better understanding of the play life of their children and a larger part in it.

A New Arbiter.—The Showmen's Legislative Committee of Chicago, has named Thomas J. Johnson chief arbiter of outdoor shows. He will occupy in the world of amusement parks, circuses, carnivals and fairs, the position held by Judge Landis in the baseball world and by Will Hays in the motion picture industry.

Mr. Johnson, who has been given the title of General Counsel and Commissioner of the Legislative Committee, will seek the cooperation of the mayors and active heads in all cities of the country in an effort to eliminate from outdoor shows such objectionable features as games of chance, shows for men only, dangerous devices, liquor and money prizes.

Tennis in Claremont.—Claremont, New Hampshire, has a tennis club with a membership of seventy, organized to develop interest in tennis throughout the town. The group uses the seven playground courts and, in addition to furnishing a number of rackets and balls, members of the club are glad to teach beginners the game.

Four tournaments are arranged by the club each season, and cups are given the winners. Club dues are $1.00 a year. Between tennis seasons, the club keeps its membership together by social and recreation activities, such as dances, snowshoe hikes, sleigh rides and suppers.

When Roller Skating Becomes a Problem.—Roller skating is so popular in Bridgeton that it has come to be something of a problem. Grown-ups and youngsters alike have taken to the highways, and the Safety Commission finds its task of safeguarding the citizens a difficult one.

The best paved lots in the heart of the town are blocked off three evenings a week for the skaters, and although they are constantly in use, people living on the outskirts of the town continue to skate on the main paved highways.

Attendance at the dance halls has been greatly affected by the popularity of roller skating. As a citizen remarked, "Roller skating is putting the public dance halls out of business."

Sky High.—A kite flying contest for boys and girls in March was the recreation event of the month in Lexington, Kentucky. More than two hundred kites were entered in the contest which was held under the auspices

of the Civic League, and it is estimated that about two thousand were made or bought by boys and girls during the nine months of preparation. Manual training departments in all the schools were exceedingly busy during this period, and many original ideas were carried out.

There were five events—twenty-mile dash, novelty kites, tug-o-war, distance and "regular" kites. The novelty kite event was won by a girl who entered a schooner which "sailed the ocean blue" with mast, mainsails, jib and with pendants flying. A radio kite snatching messages from the air delighted the five thousand spectators who gathered to witness the events.

Gold medals were presented by the Civic League to the winners.

Speed Ball.—The Department of Intramural Athletics of the University of Michigan at Ann Arbor has issued rules for Speed Ball, which lend themselves to modification for use by younger players. The game as described in the pamphlet calls for a play field 160 feet by 360 feet. A team is made up of eleven players. The ball used is the regulation soccer football.

Copies of the rules may be secured from the Department of Intramural Athletics at the University.

Some New Athletic Library Publications.—Baseball Records, The 1923 edition of Spalding's Official Baseball Record, published by the American Sports Publishing Company, (price 25¢,) has recently appeared. All the news in the baseball field is to be found in this booklet, which contains hundreds of records of games, players and of leagues whose histories have been traced back to the seventies. The booklet will delight the hearts of baseball fans.

The Handball Guide, (#114 R, Spalding's Athletic Library). This handbook is of special interest, since it represents the first attempt on the part of the American Sports Publishing Company to bring together official material regarding this game.

Bulletins on Play.—The Bureau of Extension of the University of Texas has issued a series of bulletins on play, prepared by Amanda Stoltzfus, lecturer on rural education. *Play and Games* contains suggestions for the play of children of high school age, for boys and for girls, and for boys and girls together. It also discusses the play activities of children of primary and intermediate grades and gives a few suggestions for home recreational programs. *Why Children Need Play* is a discussion of play institutes and the value of play. *Why Grown-ups Need Play* outlines reasons for the play of adults and suggests a number of activities and sources of information.

"Except Ye Become."—Under this title, Mrs. Frank S. Marsh, Supervisor of Recreation at Middletown, Ohio, in a delightful Peter-Pan-like whimsey has made the appeal to grown-ups: "Won't you be one of us? Won't you drop your business worries and come back to the realm of childhood memories?"

When introduced recently in Middletown by a hundred playground children, the entire audience fell under the spell of the land of "let's pretend," and hundreds of mothers and fathers left the hall with a new conception of their relationships to their children and their community.

"Except ye become as a little child,
Trustful and fearless and true,
Except ye can enter the hearts of men
And let them achieve with you,
Except ye believe—and believing ye must
Develop the spirit of loyalty, trust—
You never can say when the sun goes down—
I'm in touch with the spirit of Middletown."

Child Welfare in Kentucky.—From Kentucky comes a booklet planned for the use of adult Bible Classes throughout the state, thirteen lessons for thirteen Sundays. A succinct talk on various phases of child welfare is presented, with suggestive hymns, Bible readings and outside references.

Games as an Americanization Agent.—Miss May Dillon, of Community Service, who is working in a number of towns in the coal field district of Pennsylvania, writes of the first social evening held for members of the night school in Barnesboro.

"There were about forty men in the two classes, and most of them brought friends along, so there were sixty at the Social. We

started the evening with a concert by an orchestra composed of three men—a mandolin and two guitars—friends of men in the classes. Then I gave them just a short talk on playing games and having a good time. We were all crowded into one school room, and the program had to be rather limited, but they certainly entered into the spirit of the thing and soon everyone was playing Going to Jerusalem or Eat Poison, with erasers for the poison, and we had more entries than I could handle for the Cracker Eating Relay, Peanut Pass, and other games. While scarcely any of the men can speak English plainly, they all understood without any trouble and had a royal time. After the refreshments were served by the teachers we had an impromptu program—several selections by the orchestra, some clever music and imitations played with a lead pencil held against his teeth by a little Russian Jew, several German songs by a young German, and several beautiful Italian and French dances by two Italian miners. There were at least six nationalities represented, but they were enjoying true neighborliness and it was really inspiring to hear them sing *America* at the close. They all begged for another 'party' the next week and gave three cheers for the teachers and myself as they left."

Women's Clubs and Recreation.—The Westchester County, New York, Federation of Women's Groups recently held a meeting under the auspices of the Recreation Committee of the Federation, the program of which was devoted entirely to a discussion of recreation.

Play from the school superintendents' point of view was presented by Dr. Holmes, superintendent of schools at Mount Vernon, who told of the acquisition by the Board of Education of a thirteen acre plot for play and sports. J. Downing, secretary of the Bronx Parkway Commission, told of the recreation of the Park Commission for Westchester County and the turning over of 11,000 acres in Mohansic Park through a legislative act, the land to be used for park and recreation purposes. Representatives of the women's groups throughout the county told of the recreation activities which they are promoting. Mayor Taussig, of Yonkers, made a plea for recreation and told of his city's plan for recreation development under a superintendent of recreation employed the year round.

Addresses by John Bradford and Miss Georgia Sprague, of the Plaground and Recreation Association of America, community singing and the playing of games completed the program of this "recreation day."

Volley Ball for Women.—The Playground and Sports Division of the Chicago South Park Commissioners has recently issued a set of volley ball rules for women which have been adopted as the result of ten years' experimentation in developing a type of play best fitted to the needs of girls and women.

It was found that in working out rules for volley ball it was advisable to speed up the scoring possibilities, develop systems of team work and coaching and acquaint a sufficient number of players with the game to select a team membership.

The growing evidence of popular approval of the game has been a demonstration of the practicability of the rules as they were worked out by H. G. Reynolds, Assistant Superintendent of the Division, who has given years of personal supervision to the service programs conducted in fifteen gymnasiums for women and girls. In February, 1923, there were fifty-four teams for women's gymnasiums competing in home contests for the system championships in four divisions, schedule continuing for five months.

It is suggested that anyone wishing further information regarding rules communicate with the Division of Playgrounds and Sports, South Park Commissioners, Chicago, Illinois.

COMMUNITY PLAY

A distinctive gift of America to the building of a World Civilization.

A Leader in the Recreation Movement

Dr. William Burdick

General Director, Public Athletic League-Childrens' Playground Association, Baltimore, Maryland.

Because he is one of America's foremost physical educators and is active in promoting legislation for national physical education.

Because he has ably served as Supervisor of Physical Education for the state of Maryland and as President of the American Physical Education Association.

Because the joint organizations he directs are providing splendid recreation and physical education opportunities for Baltimore and Baltimore County.

March 6th, 1923

The Editor of The Playground

Sir:

It was with a great deal of interest that I read in the January issue, the appreciation of Mary B. Steuart, who has recently resigned from her position of General Director of the Baltimore Children's Playground Association.

Those of us who have had the privilege of working with the Association, and of knowing Miss Steuart personally, learn with a great deal of regret of her resignation—and as one of a loyal group of workers with her, may I be allowed to add my quota to that appreciation which has already been published? From every corner of the Playground Building, there emanated the personality of one who has long realized that "the best work is done in the spirit of play," and who, by her ready sympathy and interest in each and all, brought happiness to thousands of little starved souls in the crowded areas. One guessed at her greatness of vision only by her reticence—utterly unaggressive, she held out in the face of all difficulties which her twenty-six years of office brought before her, and by her endurance and high resolve, has placed the name of the Children's Playground Association of Baltimore among the leading ones of the country.

Miss Steuart has left to the Association as a legacy, a fund of facts and a wealth of personality, which must surely carry it through many years of successful work.

Yours sincerely

Doris E. Hortop

Don't confine your thoughts to the bricks and the stones and the mortar, think ever of the building that will rise as the result of your efforts. For as the poet says: "Those who have a vision work with the magic of the spirit. Their hearts faint not, they are girded with the strength of gods. They will not be gainsaid, and their work will appear beautiful in the eyes of men." So will your work appear, and you will build not for your day alone, but for the long line of generations that are to come.

Mary Garrett Hay.

'Bust' Rather Than 'Rust' But Don't Sell Health to Buy Success*

By

B. C. Forbes

Editor of Forbes' Magazine

I have just had a shock. I ran into a friend, a man who has been carrying on not only conspicuously valuable, but correspondingly profitable work for years, and his appearance had changed so much since I saw him earlier in the year that I felt alarmed. I saw at a glance that something was wrong with his health. He confessed that his digestion had gone back on him.

This man hasn't taken as much as a three days' vacation in many years. He has attended to business, working long hours and using up a tremendous lot of vitality without the slightest let-up. A year or two ago I had urged him to take a real holiday, but he then told me exactly what he again told me this week, namely that he enjoyed his work more than he would enjoy doing anything else—or doing nothing.

Finally, as my mind dwelt upon the national value of the activities this man is carrying on, I made him this offer:

"I'll go to Pinehurst or some other playplace with you for a week or two at any time you name within the next six weeks."

He consented to consider it. But I doubt if he will go.

I had a long heart-to-heart talk with Eugene G. Grace the other day and as he unfolded to me the inside story of the growth of the Bethlehem Steel Corporation and explained the magnitude of the organization now that it has taken over the important Lackawanna Steel and Midvale Steel concerns, I couldn't help feeling that President Grace had taken upon his shoulders staggering duties and responsibilities, especially as Mr. Schwab has, as he recently announced, semi-retired and, as a matter of fact hasn't visited the Bethlehem plant for months.

When I cautioned Grace against allowing himself to become an abject slave to business and neglecting to play enough to safeguard his health, he made a reply which will interest every business man in the country. He said:

"If a man is in earnest about building up a big constructive business or conducting a successful institution on a big scale—he can—he must—do only two things. He must not have any other business irons in the fire, but must concentrate all his attention and energy and efforts on his main business; and he must be careful to take time enough for wholesome mental and physical recreation—and this recreation must be along the line of building up the body. He must choose a form of recreation best suited to fit him to do his work."

Grace has succeeded, at least thus far in his career, in carrying out this sound principle. He was a star athlete and captain of athletic teams at college and is now, among other things, a star golfer. He plays just as hard as he works.

The broader and deeper my insight into the careers of men who have been towering towers, the more my mind reverts to the vital importance of preserving the right balance between work and play.

You would perhaps feel that the success game is not worth the candle if you knew how high a percentage of men of notable achievement break down in health at some stage of their career, quite a few of them never to regain normal physique. The price paid for inordinate "success" often is too great.

One thing true today is that no man who departs very far from the principle laid down by Grace is likely to reach and long remain at the top. Sound health is essential to sound success. And good health, as most of us realize deep down in our hearts, is almost wholly a matter of good behavior, or at least the exercise of moderation, common sense, horse sense.

Happily, America possesses a larger number than any other country of men who, as Roosevelt expressed it, prefer to bust rather than

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to rust; that is, men who dare to do, men who are willing to back their ambitions by the hardest work, both mental and physical, men who choose to climb hills rather than to slide down hill.

Daniel Guggenheim, head of the tremendous Guggenheim family of mining and smelting giants, once said to me:

"The man who works twelve months a year works only six months."

I commend this thought to all workers, executives and non-executives, who allow themselves, after they have reached or passed middle age, to become so completely engrossed in their business that they fail to take enough recreation to keep themselves in the fittest fettle.

The man who sells his health to buy success makes a pitiable bargain.

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No Fun for Old Folks*

A Lament from Pershing Square

HELEN C. LORENZ

Sitting peacefully in the park, happily enjoying the sunshine and amusedly feeding the pigeons—I had often seen him—an old man—not a poor, so-called "loafer," but an old man of gentle, cultured appearance—not a wealthy man, but one of the thousands who come to Los Angeles to enjoy the mild winters with just enough money, perhaps, for railroad fare, and a simple mode of living—not enough to spend on luxuries, but enjoying and benefiting by our glorious air and wholesome sunshine.

Yesterday I saw him again—feeding the pigeons—listlessly—without interest. As I passed I heard him murmur: "Drat it!"

"Were you speaking to me?" I asked, in curiosity.

CAN'T EVEN SPEAK

"No," he answered, "wouldn't dare to— not like the days here a few years ago, when an old fellow could say 'good morning'."

I sat down by him and smiled: "Surely a 'good morning' is never amiss."

He looked hard at me and said:

"Maybe you'd understand. I'm disheartened. Everything an old man likes they're taking from him. Used to have nice chats right here in Central park—like to call it 'Central park,' too, because it was central—we all sort o' met and talked over the old home town—how nice it was, yet how much nicer it was here—folks home shoveling snow, we, here, feeding pigeons—drat it," he broke off—"pigeons—can't even have them any more."

MIGHT BE FLIRTING

"Go on," I urged, "the good old days you were speaking of."

"Well since they call it 'Pershing Square' it's sort o' formal—up-to-date, as it were. Can't speak to a lady any more and pass the time o' day—they think you're flirting, or trying to grab her purse, or sell her an oil well—no fun for us old folks any more at all."

"Can't you find something else to amuse you?" I asked.

"Precious little an old fellow can do when he hasn't much money to go around with—sort o' have to depend on strangers—and the birds," he added—"that's what makes me mad today—they're going to take the birds away.

THE PIGEONS KNOW HIM

"Why, I've got some special pets right here. They really know me. Wish they'd leave an old man some companions. And do you know last year we almost had the library stuck right in the middle of this very park?

"Don't they know a city's got to have some beauty, trees, birds, fountains, even downtown, to keep our spirits up? Especially for us old folks who got old before Mr. Coué was here to tell us how to get younger every day.

"Maybe the new generation will keep so young they can move as fast as the birds and follow them around, but we can't."

"Well," I answered, "maybe something new and interesting will turn up in their place."

"I never did like pitching horseshoes, or I'd go to Long Beach—but"—he looked hopeful—"maybe they'll let us have the bus lines like New York. Then an old fellow could sit way up in the air and have a pretty nice time for 10 cents."

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* Courtesy of Los Angeles Record.

The Danish Experiment*

By
S. A. Mathiasen

I went to Denmark to try to find what is at the very bottom of the phenomenal social progress in that country. Is community recreation a fundamental means for bringing about social progress or is it one of many movements? Does the present community movement point to something more fundamental? If so, what? Such were the questions I brought to Denmark for solution!

Denmark is a small nation with a population of about three and a quarter millions. Because of Prussian imperialism and internal causes Denmark was facing complete national extinction in the middle of the 19th century. "Denmark," writes a Dane, "was on her deathbed."

Grundtvig, The Prophet Of The North

During this period of decline, male suffrage had been granted and a great leader arose—Grundtvig, "the Prophet of the North." Grundtvig was affirming that, since Denmark had given the vote to its citizens, those citizens must be given training to be able to vote intelligently. This education for citizenship must be over and above the education given to each child and it must be given after adolescence—somewhere between the age of 18 and 25.

Grundtvig insisted that childhood is an independent part of life and not just a preparation for the work of later years. In this his thinking meets Rousseau and the idea which calls for self-expression for the child in the playground movement in America. The great thought which Grundtvig insisted upon was the independent significance of youth.

In a book now being published in England, this thought, which has proven to have such tremendous significance for the world is well described.

Youth Demands Answers

"Youth is the proper time for enlightenment. But Youth is not a mere preparation for the work of manhood. It has an independent significance of its own. It has its particular demands, joys and dangers. This is the age of mental awakening, when the great questions about life are asked. The foundation of the views of life is then laid. Then awakes the religious life, the feeling for poetry, fatherland, and the community feeling. The erotic life also awakens then. The soul of the full grown, adult youth is, therefore, far more filled with questions than in the transition years. And answers must be given to these questions.

"In our own days, American psychologists of religion (see James) have from an entirely different point of view and through statistical methods maintained that the religious awakening falls especially in this age: about the 18th 19th or 20th year. But while they handle the awakening essentially in the revivalist or methodistic sense, Grundtvig's point of view is more comprehensive, it is the feeling for the spiritual life of man as a whole, which he finds strongly developed in youth. Most of all he refers to the fatherland, to the mother tongue, to the community. We ought to talk about these things to the young people. But how should we speak? At that time there was no other school in Denmark than the University, and its aim was to educate the young to be government officials. Grundtvig, therefore, maintained that it was necessary to establish popular folk colleges for that part of the youth who should neither become officials or scientists, but farmers, tradesmen, or artisans. This education, therefore, should not finish with an examination. The breeding and enlightenment here given is each one's own affair, and is its own payment. It must be such that it does not, after the end of the school year, weaken the desire to go out again in physical work.

The Power of the Spoken Word

" . . . It had become more and more Grundtvig's conviction that spiritual life is propagated through living men; it goes from one personality to another and the supreme expression of personality is the spoken word; when it is honest, powerful, and warm, it is

* Address given at the Ninth Recreation Congress, Atlantic City, October 10, 1922.

also able to call out a corresponding life in him who hears it. The way then leads from the heart through the word to the heart. Books are on the other hand only a description of life. They are like memorials of a life which has once been lived; they are shadows, not reality . . . On the other hand, a merry joke, an indignant exclamation, an inspired speech are witness of a real spiritual life. . . . The spoken, inspired, word must . . . . be the chief means of education in the folk colleges. Books take only a secondary place.

"Above all, history should be spoken about. It must be taken for granted that in the young souls consciously or unconsciously lies the question—What is it to be men and what is human life? They should, therefore, hear about how the human race has lived, about its achievements and errors, its progress, its struggles and victories. To Grundtvig history does not look like a meaningless mass of details, but like a great continuity, a real career of mankind. Christ is the centre of this continuity. *The young should be led into this continuity in such a way that they find their place in it, and are encouraged to action.* They should be educated not to become inactive spectators, but rather *active participants* in the great drama."

Educated For Active Participation

The young should, therefore, not hear about life's great questions in a dogmatic but in a personal way. Religious lessons outright are not given in the folk colleges.

The school should not be a church or a mission establishment. But the religious life must of course be spoken about as the deepest current in the human race. All this must be talked about in a personal way, with warm conviction. The teacher should not feel himself a cold spectator. He must get into the midst of life's spiritual development and take part in it.

Of course, there must also be other subjects in the Folk Colleges but the most important is still enlightenment about the career.

Singing must also have a prominent place. Songs sung primarily from the standpoint of the artist are not thought of in this connection, but the singing of songs in unison, the contents of which harmonize with the thought of the lectures which they introduce or conclude. Grundtvig wrote a great number of poems for this use, partly songs with historical content, partly some characteristic songs about human life, its ideals and aims. Grundtvig did not formulate a plan in detail but indicated only the broad outlines of what proved to be the most powerful movement for democracy ever experimented with.

Grundtvig's followers, in the face of haughty opposition from the Intellectuals to this idea of culture and spiritual growth for the peasant and working man and bitter opposition from the narrow Religionists, built up a movement which emphasizes the development of citizenship through the constructive use of leisure time and the spiritual awakening of every youth in the country.

The Folk Colleges

The Danes have built scores of Folk Colleges, and the greatest men in the country have given their lives to this Movement. Every fall Danish youths flock to these schools for the brief five months' training course. And they go back to their work on the farm, in the factory, in the stores—wherever they are in life—with the burning desire to serve their community and their nation. And they go back trained as volunteer recreation leaders. This is the very core of the Danish method of training the mass of its citizenry for their responsibilities in their communities. All this tremendous spiritual power generated would evaporate and lose its force as it does with many of our own college youth if the Dane did not have the genius to equip these inspired young people to begin serving their community and their nation at once as leaders in gymnastics, community singing, amateur dramatics, folk dancing, folk games, hiking, young people's associations, athletics, sports, lecture associations and educational clubs. Attention has also been paid to equip the young people so that the recreational life in the home is deep, sound and lasting. These young people were thus brought into active participation in the community life at the psychologically right moment in their lives. As they grew older, they were the people who organized the powerful cooperative movement. They established some of the finest agricultural colleges in existence. They reclaimed the waste heather lands and through highly scientific farming of rather poor and stony soil have made Denmark one of the wealthiest countries of the

world,—measured by the well-being of the people. They took the control of the Government out of the hands of politicians and special interests and the people of Denmark actually govern themselves. Many of the leaders in the Danish Parliament point with pride to the time when they were volunteer gymnastic leaders in their home communities. A series of laws of the most progressive sort have been put on the statute books. Municipal Government attracts the best men in the community so that no one questions the advisability of financing community projects municipally.

Achievements in Social Legislation

"Denmark* has long been a pacemaker in social legislation. She anticipated many countries in her social insurance laws and pioneered in many fields for the protection of women and child workers as well as for the able bodied artisan. The social insurance laws for men, women and children (1914) were probably in advance of the laws of any country in the world. . . . The age limit for child factory workers is fourteen years."

The eight-hour working day is universal in Danish industry. Old Age Pensions and other institutions take care of the problem of the aged and helpless. Poverty has been practically abolished.

There is a greater degree of economic justice than in any other country in the world, and wealth is distributed most equitably.

Denmark has reduced the death rate from tuberculosis from one of the highest to the lowest in the world. Illiteracy is practically abolished. The percentage is about .002 of one per cent., while in the United States for example the illiteracy is variously estimated between 10 and 25 per cent. Landlordism is fast disappearing in Denmark and most of the farmers own their own land.

†"Denmark during the last half century has passed through the throes of a wonderful regeneration. Her peasantry has been emancipated from a condition of veritable serfdom; her education has been liberalized; her land system, agriculture, and finance have been reorganized and brought to a pitch of excellence which is the envy of many a greater, less perfectly developed, state."

The whole mass of the people have been lifted to a high degree of culture. There is a fine democratic spirit of neighborliness and friendliness which is always commented upon by visitors to Denmark. Many great community gatherings are held especially during the fall and spring and thousands of young and old come together for play, for friendly visiting and to listen to good lectures. During the winter the various recreation groups arrange for a full program of all types of activities in the 1100 community houses scattered in every town and hamlet. The gymnastic class and the musical organizations and the dramatic groups are all led by volunteer trained leaders. Sometimes specialists and very often lecturers are secured from the Folk Colleges and paid their expenses and a generous fee.

Volunteer Leaders Get New Material Yearly

The young people's association in each county arranges each year a four or five day training course in some neighboring Folk College for the best of their volunteer leaders where they then get new material and new ideas. They pay their own expenses and pay the special teachers secured for these institutes.

In 1921, there were 957 men and women from Copenhagen alone, a city of 700,000, who attended special short courses for volunteers in community work. They paid their own expenses for a week and paid a fee. One of them told me that in her group were preachers, lawyers, teachers, state and municipal officials, university students, many laborers and store girls, and people of every imaginable political and religious complexion. After I had learned a good deal about the social history of the country, I was still skeptical about what I had learned, so I went to professors in the University, to members of Parliament, both men and women, to labor leaders, and to noblemen, to the man in the third class railway coach, to religious leaders and to leaders in the cooperative movement, and asked them all how all this change came about. I invariably got the same answer,—"The Folk College."

A Great Movement for the Wise Use of Leisure

The Folk College, we must bear in mind, is not primarily a school, but really a great movement

(Continued on page 121)

* "Denmark"—Frederick C. Howe
† "Denmark and the Danes"—Harvey and Rupian

Play in France*

By

Neva L. Boyd

Chicago Recreation Training School

There is no recreation training school in France. I was sent over there by the Federation of Settlements to see what could be done to help the French people to have training schools, or organizations, to further recreation.

They did not know what they wanted, but they knew they wanted something that the Americans had to give them. I had a good many invitations from people dealing with various efforts for the children of the devastated regions. They wanted to have the nurses who are in charge of the children taught how to take care of the play of the children in their leisure time. They were taking excellent physical care of the children, but very bad care of their free time. That was something I could not do. The committee under which I worked thought it was not wise for me to go outside of Paris. I was there only six weeks, but I worked all the time. I left my house every day before eight o'clock in the morning, and sometimes did not get back till ten o'clock at night, working in all parts of the city.

I suppose my enthusiasm for play in the education of every child had something to do with the way I went at things over there. I believe thoroughly that play ought to be an essential part of education, a part of the school

(Continued on page 105)

* Address given at the meeting on Play in Foreign Lands, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

Play in Czecho-Slovakia*

By

Ann R. Smith

I used to say that the greatest privilege of my life was to have been in Czecho-Slovakia. I now say that the greatest privilege is to bring you a message from there. I have not been there for the last year, but have kept in close touch with the country and what is being done there. Those of us who were there feel we have a responsibility to bring to the American people word of what this new country has done within the short time it has been in existence.

To-day they have three large model playgrounds in running order. I have a report of attendance and activities for 1922 that is remarkable. Practically 2000 a day use the Prague Playground. During the time I was in Prague, representing the Young Women's Christian Association, twenty-six municipalities sent representatives to us. How many of those have carried on recreation work I cannot tell you, but there are three model playgrounds in existence and that they have sent reports of such large attendance is proof that the country is back of the playground movement.

This work was prompted by the survey of social welfare in Prague, made at the request of Dr. Alice Mazaryk, by the Young Women's Christian Association, with Miss Mary MacDowell in charge. You all know about that. We went over just a few months after the establishment of the country. At first we had difficulty because we couldn't find people. There was no street directory, no telephone directory. We wanted to find out where to turn to learn of the different phases of recreation or other forms of social work in different places.

It was my privilege to be connected with the recreation survey. This survey showed that the young people of Prague at that time were—I don't like to use the word degenerate, but they were on the verge of perhaps getting into more mischief that they meant to, and this because of the fact that there had been practically no supervision at home for several years. The fathers had been off to war, the mothers had to stand in the bread lines waiting to get food for many hours of the day, and the older brothers and sisters had to go to work to help the mother keep the home together. So most of the younger children were brought up by the little fathers and mothers of the family, and for that reason we decided that the only thing to do was to try to meet their problem. Play had never been a part of the curriculum of the schools, and the only thing to do when we came along, the people thought, was to ask us to start one model playground. We established three. They were of different types. The one in Prague was very large and I do believe was most ideal. It was on a high hill in the midst of the city. I have attendance reports this past year of 29,000 children.

The second playground was of different type, and was built in the heart of an industrial section, surrounded by tenements.

The third was a very small playground, although the attendance is 1500 per month.

Each one of these playgrounds is doing its part in Czecho-Slovakia to show the Czechs what we mean by recreation, or rather, what the Czechs found in recreation. The Czechs have a great deal to give America. You know of the many organizations they have in this country,—"The Sohols" especially, gymnastic associations which carry on the traditions of their mother country. They have developed physical education to the *n*th degree, but there is not very much freedom in their work. When I use the word "freedom" I am reminded of the difficulties I had in using the word over there, because they do not know what it means. Once when I was speaking to a crowd of people someone said, "Just stop while we get your meaning. We cannot get the understanding of it all at once. How can you expect a country which has been under despotism for three hundred years to understand 'Freedom' and at once?" I turned to my interpreter and found my word "Freedom" had been interpreted as "license."

* Address given at the meeting on Play in Foreign Lands, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

Teaching the Near East to Play

By
MINNA MCEUEN MEYER
NEAR EAST RELIEF

Playgrounds and directors of play have influenced helpfully the lives of many children in many lands of the world. Today Filipino boys have largely lost their interest in cock fights wherever they have been given a chance for baseball. Football is more attractive the younger generation of Chinese than are games of chance. The strong individualistic tendencies of Italian immigrant boys yield in the end to the enchantments of team play. But to no other groups of children have the American forms and the American spirit of play meant so much as to the hundreds of thousands of war orphans of Transcaucasia and the Near East.

When American relief workers first gathered together from the streets of the cities, from the deserts and wild places in the mountains, the orphans left homeless and obliged to shift for themselves, they found it difficult to interest these children in play. On the grounds of one orphanage swings and bars were put up, and each morning the Director of the orphanage would take the children out and show them how to use the new apparatus. They smiled a little to see him perform, but when they were asked to take their turns they obeyed with such serious faces and so little energy that for a time the Director had to cease his efforts to interest them and allow them to sit quietly in the sunshine. But day by day the influences of the new environment began to show their effects, and gradually the children seemed to forget the scenes of horror through which they had passed. Now, when play time comes, there are long lines of children waiting at each swing and many are the games organized by the children themselves.

In the city of Tiflis, the capital of the Republic of Georgia, the relief workers secured a beautiful garden, known in former days as the Russian Club, for a playground for the children. It is a shady garden down by the Kura River, and it has become the happiest place in all Transcaucasia. One part has been taken for the children's gardens, and all through the spring and summer, when they arrived in the morning the members of one group would work on the plots assigned them for their vegetables and flowers while others did sewing or some other form of handwork.

The American director has secured native Georgian assistants to work with each group. When an hour, or sometimes two, have passed, they gather for games. The very little ones have a native game similar to our Drop the Handkerchief, although they run through the circle as well as around it. Those a little older like dramatic games. They sing plaintive songs which they illustrate by gestures.

Sometimes they gather in the large pavilion and a white-haired man who looks like a Southern Colonel, gives them a lesson in courtesy, for like the Japanese people, the Georgians have certain forms of etiquette which they think it very essential that every well-bred child should know, and the children are glad to go through the drill again and again until they are sure they will never forget nor make a mistake.

They love to sing their national airs, and those of America as well, and on Sunday afternoons and holidays they frequently give concerts, assisted by local artists.

All the orphanages in Armenia have Boy Scout troops, and although their equipment is very inadequate, their marching, racing, signalling, jumping and pyramid forming are done in a manner that would do credit to American boys, and their exhibitions are great events at the orphanages.

The largest of the orphanages is housed in the great barracks at Alexandropol—once the Czar's largest army post,—and the drilling grounds of the soldiers are now the playgrounds of the children.

Here in the afternoons when work in the school room and shop are over, everybody comes out to play. Boys and older girls choose some one of the games they have learned. Little girls find an open space and begin the rapid steps of a native dance. At first each dances alone, her feet flying so fast that one can hardly follow the steps, and then, slowly waving her arms, she calls another girl to dance with her. And the relief workers look with pride upon the children whom they found the victims of disease, hunger and neglect, now rapidly returning to health and normal life.

Recreation in the Parks

By
HARLEAN JAMES
SECRETARY, AMERICAN CIVIC ASSOCIATION

I come to you in the capacity of a doer. I am like the tired-looking man who responded to the inquiry of an old friend that he worked in a business house.

"Yes," said his friend, "but what is the title of your job?"

"I am a doer," said the dejected man.

"Doer? What is a doer" exclaimed the old friend.

"It is like this," explained the tired man, patiently. "When there is something to be done, the President tells the Vice-President and the Vice-President tells the General Manager and the General Manager tells the Chief Clerk and the Chief Clerk tells the head stenographer and she tells me and I do it."

I am here because I was told to come by my superior officer. I do not come to you as a park executive or as a landscape architect or a public official. I come in an endeavor to represent the plain every-day citizens who use the parks and who must register their will before the public officials can purchase parks, the landscape architect design them or the park executive administer them. I may even be a little mixed on schools of park administration, for you know there are the strict constructionists, the horticulturists, the humanists, the strong central governmenters, the local self governmenters, the advocates of boards and commissions and the supporters of regular park departments properly dove-tailed into the rest of the bureaucratic machinery, and when doctors disagree it is a little difficult for the patient to name his own malady. But thanks to many years of civic education and a number of outstanding examples set for us in park management, as plain citizens we are coming to know what we want in the way of service. We did not know what we wanted, it is true, until somebody showed us, but now that we have been shown, we shall not be satisfied with anything less than city, state and national parks which give us all a chance to use and enjoy the great out of doors whenever, summer or winter, we have a few hours, a week-end, a few days, a few weeks or a few months of leisure.

It was not so long ago when the word, "park," carried to most minds a picture of broad clipped lawns, decorated with ornate statuary, expensive flower beds and neat "Keep off the grass" signs, all most evidently designed to be viewed from the carriages or motor cars of the well-to-do. There may be some neglected individuals who yet have never seen a park which does more than rest the eyes. We do not decry green lawns, we believe there are places for elaborate flower beds, we have seen statuary that could have passed the keen eyes of the Commission on Fine Arts in Washington (though most of us can recall atrocities which we would gladly see buried deep beneath the sheltering earth). But we have come to realize that at least one hundred million of our hundred and ten million people cannot provide for themselves the space for recreation which was formerly at hand for the asking. In these days of close competition even the farmers cannot spare space from their highly tilled fields for a baseball ground!

In the cities it has come to be commonplace that the larger parks should be developed to preserve the natural scenery. But a state of nature, however desirable from the scenic aspect, does not in itself provide for the various park activities now listed in the park reports of the most progressive cities. We find playgrounds, wading and swimming pools, bath-houses, gymnasium facilities, tennis courts, baseball grounds, golf links, shelters, band stands and even municipal theatres. Most of these facilities make possible the extension of active recreation. Entertainment is all very well. We believe in it but considering the kind of lives most of us lead the greatest good to the community comes from wholesome stimulation to activity.

When we contrast the pictures of the best of the modern city parks with a certain alleged park in a mid-western city which used all of the money voted for park purposes in maintaining a wonderful drive that led to the top of a hill where all the view was shut out by an

* Address given at the General Session on the Recreational Use of Parks, Ninth Recreation Congress, Atlantic City, N. J., October 9-12

abominable planting of Carolina poplars we can easily see how the average citizen can be betrayed by public officials. Further, when turning from this disappointing hill-top to a moth-eaten zoo in which a few uncomfortable animals eked out a miserable existence, like the King of France, we could march out through the ornate gate with our time and our energy still on our hands and no place to use either. It was not much consolation to us that near the park the superintendent who perpetuated it lived in a house of his own designing which exhibited samples of every school of architecture ever originated and a great many that ought never to have been originated.

All of the time that the activities of city parks have been expanding to meet human needs the national parks have been coming into their own. When fifty years ago the broad human vision of the early explorers in the Yellowstone set aside this tract of land for use and enjoyment of the people it is hardly likely that even they held a conception of the full recreation value of the Yellowstone. In those days western land was measured by sections and miles rather than by acres; so with generous hand the promoters of the Yellowstone drew a square on the map making sure to include all the geysers, paint-pots, colored springs, the Lake and examples of the highly-colored cliffs. Now that we count acres more closely there have been those (and a few still exist) who look with longing eyes and commercial aims on the merely beautiful country of the southwest corner which we now know will provide in the future camping space for thousands of our fellow countrymen who will yearly visit this unique park. You may be interested to know that of the 52,000 private automobiles which went into the Yellowstone this past year, 50,000 went to the camps. More than a million visitors were listed in all the national parks this season. The parks are about the only satisfactory fishing grounds left. With the cooperation of the U. S. Bureau of Fisheries and the State commissions the lakes and streams are kept stocked so that here the sport of fishing does not mean depletion as it has meant in so many of our streams.

An extremely popular innovation in the parks has been the introduction of Nature Guides. The western universities have cooperated in furnishing men from their faculties, but the demand of the visitors for the lectures, camp-fire talks and field parties has been so great that it has been impossible to respond to all of the requests. The recreation value of information is not lessened when that information is dependable and is given by a trained scientist rather than by a professional spieler who repeats at random any picturesque story he hears!

While the Yellowstone has been ours for fifty years we have only had a National Park Service since 1916. For many years the American Civic Association labored to create a centralized service which could develop the parks to their fullest use, and Mr. McFarland helped to draft several bills before Congress finally created the National Park Service. It was not until the administration of Secretary Lane that the law went into effect and he, with wisdom and foresight, appointed Mr. Stephen Mather to the task of evolving a national park policy. What Mr. Mather has accomplished in these few years is marvelous but he has set his own goal so far ahead of the present that we all have much to look forward to in the recreation use of the national parks.

It is of course fotunate that the expansion of the National Parks came at a period when the cheap motor car was being developed and the good roads movement sweeping the country. This combination has so stimulated the tastes of the American people for roads upon which to drive and parks in which to camp that the States are entering the field. During the past few years thousands of acres of land have been set aside by some twenty-two States for the use and enjoyment of the people. Most of the larger cities and many towns have set aside municipal camping grounds for tourists. We find among the State Parks some historical monuments and some exceptionally fine scenery, but primarily the State Parks exist to broaden the opportunities for outdoor recreation. The establishment of municipal and State camping grounds along the cross-country highways together with the creation of a vast network of extensive parks on mountain and plains have made a real contribution toward drawing the family together.

I drove out to Indiana across the Alleghenies across Maryland, Pennsylvania, West Virginia and Ohio and returned by way of Michigan, New York and the Lakawanna Trail. We did not see a dozen chauffeurs on the open highway. We *did* see thousands of families, bag and baggage, eating, sleeping and living in the open.

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Recreational Use of Parks

By
W. A. Welch

General Manager Palisades Interstate Park

You expect me to say something about the recreational uses of our state parks, possibly of the national parks, rather than to tell you anything about the one park I am connected with. But I hardly know how to go about it unless I just tell you the way this one state park is being used for recreational purposes and while being used that way is not being spoiled scenically. To use many of our city parks for recreation purposes must necessarily spoil them. It is unfortunate, but it is true. Some of the city parks can be and are being used partly as playgrounds, and this has been so well done in some places that the parks themselves have not been injured by the playgound, but that is usually the case in the smaller towns and cities. It would be impossible to throw open Central Park or Riverside Drive for playgrounds. There would be too many millions of people to use them. They would soon be spoiled, and our population is concentrating to such an extent that we must find room to take children into the wilderness, into the woods. So that, to me, the biggest problem in our whole park question and recreation question today is the finding and the setting aside of state parks close to our great centers of population. In New York we have fortunately a tremendous area that is easily reached by water, train or motor from that most congested spot on earth. In some way this little wilderness had been overlooked. It is just as it was before the Revolution. Men who had the vision to see what was coming began fifteen years ago to acquire this area and to make it into a park, but in reality into a great recreation place for the people of the metropolitan district. In developing it they have not attempted to enhance its beauty where there was no beauty. They have opened it all up and made it accessible, made it possible for people to get there, and they are using it now, this year; something over five million of them will have used it before the end of this month, without spoiling it. They have come by the thousands and tramped its trails over the mountain tops and along the brooks, and under its cliffs. They are there every Saturday and Sunday. They have come in and camped over the week ends, men and women, boys and girls; about eighty thousand of them have been brought in for the group camps and have spent from ten days to two weeks, seeing and doing those things which I did when I was a boy and which had more to do with making me understand what this world is than anything I ever learned at school or college. When I see these children coming and getting those same things I am glad I have something to do with the recreation movement. We have tried an experiment there this year. We considered we were taking care of the charity people, that we had provided ways for those of independent means to amuse themselves, but that little was being done in our park or any other park for that great body of our best people, the small salaried married man and his family. They won't let charity help them. You cannot get them or their children to go out in the summer to a charity camp. They resent the suggestion. When his firm gives him two weeks' pay and tells him to go take a vacation, what can he do, where can he go? Expenses go on just the same whether he is working every day or not. He can take his wife and children for one or two days to some resort but it takes all his two weeks' pay, and he or his family has got little rest or real recreation. In trying to work out some way to take care of these people, to give them the recreation to which they are entitled at these parks, we have gone to the industrial corporations and have induced two of them to build camps up in the mountain, a camp in which they can take care of their young men and women, and have added to it camp sites to which they can take married employees and their families. One of these concerns has done it this year and has had four hundred such families during the summer at a cost of $5.00 per week per person. The things those men and women have told me about the use to which they have put their two weeks' vacation in the camps have made me feel perfectly sure that is the way this question will have to be answered, and that it is the true solution. It has been so successful, they mean to keep on

* Address given at the General Session on the Recreational Use of Parks, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

going through the fall and into the winter until the weather becomes too severe. They are asking to have these same camps heated, so they can use them throughout the whole year. By doing that they will be able to take their children over each week end and holiday through the year into the woods and away from the city. It seems to me that is one of the greatest uses to which our parks can lend themselves. There is no such recreation as those men and women and children get there, with good trails to tramp, with all nature around them to study, with canoeing, swimming, boating, all within two hours' ride of about ten million people.

Cleveland is doing exactly the same thing, with a tremendous system which will eventually circle the whole city. They are now acquiring the land and have begun the development of three or four pieces in a great chain of parks which will be nearly fifty miles long when completed and reach from the lake to the west of Cleveland right around the city to the lake on the east.

Chicago, with its Cook County Forest Preserve, has practically the same idea, a little farther advanced than the Cleveland enterprise. Kansas City has done almost the same thing, and St. Louis, in spite of the great forest park there provided which is much larger than can be found in these others, is now talking of an outlying system and trying to induce the state to make a state park for those very things because they feel there must be some place where this sort of recreation may be enjoyed by those who are compelled to live in the terrible congestion of these great cities.

I do not believe any human being can go to our great national parks and properly appreciate them unless they have been taught by some of these smaller parks and in them come to know what Nature really is, so I believe that our state parks must become a part of our national recreation plan, of our outdoor movement, and a very important part, just as high schools and preparatory schools have such an important part in the general educational system. As I see it, our little city parks are simply the kindergartens, and our larger parks in the cities are the grammar schools, while the state parks are the high schools and the preparatory schools, who send their graduates to the great universities of the out of doors, the real recreational places, our national parks.

Recreational Use of Parks*

By
Chauncy Hamlin

City Planning Commission, Buffalo New York

I have been inspired by this conference. We have all been inspired. I have been thinking about it the last one or two days, what the thing means, what it really means down at the bottom. This is certainly not the time nor the place for the moaning of pessimistic persons. We are witnessing a new birth in America, a new renaissance in America. It is different from that which occurred many centuries ago. We are creating, and witnessing the creation of a new culture in America. It is a world-wide culture, with world-wide sympathies. It is not like the self-satisfied "kultur" of our German friends. Do you appreciate that our schools and colleges are overtaxed, overcrowded, that our libraries throughout the United States are overtaxed with the demand for books, and good books, too? Read the report of the library associations and learn the type of books being taken out of our public libraries. Symphony orchestras are springing up all over the country. In St. Paul they have a symphony orchestra started with only three men, and now they have fifty. We have one started in Buffalo. One man, a musician, started it for the pure joy of it. Little theaters are springing up all over the country. There is an impulse here. We are on the crest of the wave. These things are being crystallized in this convention. It has been inspiring in every phase. Our museums of art, of natural history, have never been so pressed with demands for service throughout the whole of the United States. It is encouraging to know that in Cleveland a million dollars has just been given to the Museum of Art, that in New York they have added $1,700,000. for the Museum of Natural History, that in Chicago the great Field Museum has been opened to the public. In all the realms of science there is a real awakening of a new culture. Our Anglo-Saxon stock in this country has been leavened by the lighter genius of the older races, and we are creating new genius which is flowering throughout the land in these movements.

To me a great deal of this is being symbolized through the movement for city planning, which takes in all the different phases of municipal

* Address given at the General Session on the Recreational Use of Parks, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922.

life, the cultural life, the educational life, and today there is no country in the world which is forging so far ahead in the making of the City Beautiful as is the United States, the city well-ordered, with its playgrounds, its parks, its forest preserves and recreation areas an intimate part of the city plan.

There is a joy that comes in the life of every child between the age of eleven and fourteen in collecting things. We have all had it ourselves, and have witnessed it in children. It seems to me if we can capitalize that very natural instinct or unexpressed desire, if we can in recreation give the child something that will be of permanent value in his whole life, we shall help solve the problem of the adult. I do not know of anything that is better for a person than to have a hobby, and there are very few hobbies that are better worth while than that of the love of nature. That hobby is one that takes us outdoors as long as we live, and the seeds can be sown in most fertile ground if sown between the ages of eleven and fourteen. I plead with you to make more use of the great museums of natural history throughout the United States in your work with children. They stand ready to serve you, to teach the children how to observe animals and flowers during the winter months. In the summer lead them through the parks and show them some of the beautiful things of nature. There is a form of recreation that I believe will mean a great deal in the lives of boys and girls that have the opportunity of taking it up.

A committee some time ago met to discuss the problem of the state parks of New York State. We were inspired by Stephen Mather, Director of the National Parks of the United States, who has a great vision for the parks of this country. The problem is not such a hard one to solve. He would like to get in an automobile in Boston and sleep every night across the continent in a park. It can be done. We can almost do it now from New York State. This committee got together in New York and discussed the possibilities of a coordination of New York State parks, the necessity for the creation in the eastern district of New York of a tri-state park on the boundaries of Massachusetts, Connecticut and New York, and the extension of some of the parks of New York State. A careful survey has been made of the whole situation within New York State, and this winter I believe there is going to be presented to the Legislature a bill proposing that there be a referendum in the state on the question as to whether or not this plan for the coordination and extension of the state parks shall be carried through. When that bill comes to light in the legislature we ask your sympathetic interest.

Recreational Use of Parks*

By

Mrs. John Clapperton Kerr

President League for the Protection of Riverside Park, New York

A park is not a playground and a playground is not a park. We are very apt to forget the shy, timid child, the semi-invalid, and the very weary worker. Can you realize that even with a state park within such a short distance of New York what it means to sleep in crowds? It is unfortunate that many families in New York have not even one room to themselves. You cannot call that a home. It is a covering, a roof. Naturally they want to go out. These little children and nervous people sleep in crowds, go to school in crowds and work in crowds, and then are expected to go to the city parks and play in crowds. We must realize there are two kinds of recreation,—the competitive play which supplies the needs of the aggressive element; the other for those not aggressive, but whose rights should be considered, for the people who need reposeful recreation.—who need to go to some place like the state parks. But there are ten millions of us in New York and not all of us can get out. In many other cities the parks have been preserved in a way we have not been able to do in New York. The devastation of our city parks is dreadful. Columbus Park is nothing but a devastated mass when it could have been a beautiful, reposeful, restful place. It is not fit for recreation purposes because it is on a hillside. How can we think if we are always surrounded by other people's personalities? I make a plea for the preservation of city parks for that purpose. There are people who if they have two loaves of bread would like to exchange one for a daffodil. I ask you, in planning your parks and recreation, if you have two open spaces, preserve one as a beautiful place for rest and for repose, a place of inspiration,—the inspiration that only comes in the silent places.

How Pennsylvania Aids Its Municipalities in the Development of Recreational Areas*

By

Hilbert E. Dahl

Landscape Architect, Pennsylvania Department of Internal Affairs

Recreation has not yet become firmly established in the public mind as a real need—as a necessary factor in the daily life of every member of a community. Or, if it has been accepted as such, its acceptance, only too frequently, has been a passive one for we do not find sufficient facilities provided everywhere to meet the need adequately and efficiently.

Parks and playgrounds are an indispensable part of an efficient recreation system. The problem is therefore a *community* problem—the provision of an adequate system of community parks and playgrounds where *every member of the community* may enjoy unrestricted use of areas properly designed and developed for the purpose.

A State Bureau to Assist in Recreation Development

The Commonwealth of Pennsylvania, following out its policy of rendering all possible assistance to its municipalities, has established a Bureau of Municipalities, authorized, among other functions, to advise and assist its municipalities in the selection and development of "suitably coordinated sites for public buildings, parks, parkways, playgrounds and other public uses, the preservation of natural and historic features and any and all public improvements tending to the advantage of municipalities or townships affected—as a place of business or residence—." A large part of this service is the promotion of the cause of recreation and in inaugurating this service Pennsylvania stands alone in carrying on the work as a state activity.

It does not attempt to render assistance upon all phases of a complete program of recreation. Upon such matters as the operation, maintenance and supervision of parks and playgrounds and the organization of games, classes, dramatics, the Bureau undertakes only to gather and disseminate general information upon the accomplishments and accepted procedure in other communities. The work of the Bureau is one of education—of stimulating the public mind to a fuller appreciation of the value of adopting a recreation program as a civic activity. Its policy is to help Pennsylvania municipalities to help themselves!

Working for the Acquisition and Development of Parks and Playgrounds

The basis of an adequate program of recreation is the acquisition and development of parks and playgrounds and it is in the selection and development of these sites that the Bureau of Municipalities comes to the assistance of Pennsylvania communities. Feeling that the greatest good can be accomplished where no parks or playgrounds have been provided or where they have been but indifferently developed and maintained, activities are confined largely to assisting communities in the selection and proper development of new sites and in the improvement of those inadequately developed.

Stress is laid primarily upon the *acquisition,* by the community, of the sites to be developed. In fact, assistance is rendered only where the area in question is owned by the public under such an arrangement as will assure its permanent use as a *public* recreation area. Where a community develops a park or playground upon leased or borrowed land there is little incentive to undertake a proper development and there is no assurance that the area will be available for use by the public a few years or a generation hence. The average urban community is undergoing steady growth and expansion with a consequent increasing congestion. Under this condition delay in acquiring title to available park and playground properties of suitable location often results in their sacrifice to industrial or residential expansion and necessitates the future purchase of suitably located sites at greatly increased values or the enforced selection of an available site far removed from the center of greatest need.

* Address given at Recreation Congress, Atlantic City, N. J., October 9-12, 1922

Importance of Planning First

In undertaking to develop a site as a park or a playground the ultimate success of the project is dependent upon the judgment exercised in conducting the various improvements. Through the lack of intelligent care and well informed advice numerous sites have been so developed as to make them incapable of rendering maximum service. It is as necessary to adopt a carefully studied plan outlining a comprehensive program for the development of a recreational area as it is to work out complete plans for the construction of a building, but, whereas a building is usually constructed in its entirety in a single operation, a park or playground may be developed by successive stages, as the needs, desires and available funds of the community may dictate, the plan serving as a guide for the successive improvements and as an objective towards which to work.

In formulating a plan of development for a park or playground such recreation facilities must be provided as may be needed in the community and as may be adaptable to the site. Whether shaded lawns or tennis courts, attractive bodies of water or highly organized playgrounds, naturalistic woodlands or dance pavilions, they must be arranged in a compact and convenient manner with properly designed roads and paths to provide ease of circulation. The various facilities must be so allocated and designed as to lend themselves to efficient and economical execution and, upon completion, to practicability of maintenance. In the ensemble the plan must constitute an harmonious composition not only as to general design and treatment of details but in its fitness into its surroundings.

Emphasizing Beauty

The element of attractiveness as an integral factor of design in the development of recreational areas, is not as fully appreciated as it should be. In laying out scenic parks where beauty is a paramount objective we still find geometrical flower beds upon naturalistic lawns, statues or fountains, both good and bad, placed without regard for background or adaptation of site and unnumbered examples of similar demonstrations of uncultivated taste. Even in playgrounds it is not enough to plant a few trees for shade and to keep fences and service buildings neatly painted. In a highly organized playground as well as in a park it is not only possible but of utmost importance to introduce the element of attractiveness into the general arrangement and treatment of details. It is not necessary to attempt to keep play space covered with a beautiful turf nor is it necessary or practicable to maintain an elaborate scheme of flower and shrubbery plantings where they will interfere with the best use of the space for play purposes.

It has been said that as much of the element of beauty should be introduced into the landscape as is consistent with practicability and it is certain that an object in the landscape, no matter how tastefully and artistically it may be designed, is *not* beautiful if it is impractical!

Helping the Public to Visualize

In carrying on its work the bureau has not only found it of advantage but necessary to furnish plans for developing parks and playgounds. In many communities failure to undertake the layout of recreation areas is the result of a lack of appreciation not only of the need for the projects but of the possibilities for development of available sites. The plans furnished create in the public mind a picture of the possibilities and have frequently been instrumental in arousing public interest to undertake the proper development of an area which otherwise might not have been developed at all or which might have been developed in accord with untrained and inefficient local advice.

In advising upon the execution of improvements the bureau always cautions the instigators of the project to exercise utmost judgment during the early stage of development. The ultimate success of a recreation project is dependent upon available finances and these, in turn, are secured through public interest and support. A park or playground of any extent usually cannot be made in a single season—its proved success can be attained only by development and growth through a period of years. Public interest, however enthusiastic, is impatient. It is not self-sustaining! To sustain public interest in a given project the community must be provided with an immediate return from its investment both in available facilities and in appearance presented. As improvements begin it is a mistake to exhaust the immediately available funds in expensive features or operations which, however necessary to ultimate success, do not provide a good measure of immediate service.

Public interest in a project, if provided with

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Hiking and Trail-Making*

The growth of the hiking and trail making movement, what it means to those who participate, and ways and means of developing walking clubs were the subjects of the discussions in the Section Meeting on Hiking and Trailing at the Ninth Recreation Congress, held at Atlantic City, N. J., October 9-12, 1922.

Growth of the Movement

"Ten or even five years ago," said Raymond Torrey, editor of the Outing Page of the New York Evening Post, "the Appalachian Mountain Club, the Green Mountain Club, the Fresh Air Club and the Tramp and Trail Club were the only organized walking clubs. Now there are forty such organizations in and about New York City. New groups are reported weekly.

"With this increase, new trails are constantly in demand—trails through the woods and leading to high view points and scenic curiosities. The Appalachian and Green Mountain Clubs have long had trails in the mountains of New England for vacation hikes. The State Conservation Commission is meeting the need for trails in the Adirondacks and Catskills, and the work is now being supplemented by the newly-organized Adirondack Mountain Club, of which George D. Pratt, former Conservation Commissioner, is president.

"For the week-end or one-day hiker, a new trail system in the Harriman, Ramapo, and Bear Mountain sections of the Palisades Interstate Park is being developed. Work was begun on the system two years ago, the Ramapo-Dunderberg trail, 23 miles long, having been built in the winter of 1920-22, a highly scenic extension, the Timp-Torne Trail, was built by the same workers. This winter the Fingerboard-Storm King Trail is being scouted and cleared. Another extension is being planned.

"A bigger trail idea is the Appalachian Trail from New York to Georgia. A Berkshire-Quebec Trail from Mt. Greylock to the St. Lawernce was proposed ten years ago by the president of the Green Mountain Club of Vermont. The club plans to carry the trail to the Quebec border this summer. The idea of a longer trail from the Delaware Water Gap to Mount Katahdin, Maine, was advanced later at meetings of the Palisades Park Trail Conference and the New England Trail Conference. A year ago Benton MacKaye, acting for the committee on community planning of the American Institute of Architects, proposed the Appalachian Trail. The Palisades conference was reconstituted into the New York-New Jersey Trail Conference, for the purpose of making the portions of the Appalachian Trail in these two states. Major Welch, of the Interstate Park, is chairman. Scouting has been going on for several months, a tentative route has been adopted and marking in parts will soon begin. Other workers in Pennsylvania, Maryland, and further south are being enlisted by Mr. Mackaye for the sections of the Appalachian Trail there."

What Does Hiking Mean to the Individual?

The character building values of hiking, particularly to the boy, were pointed out by W. E. Vaughn-Lloyd Superintendent of Parks, Winston-Salem, North Carolina, "Intellectual, spiritual and physical training, is taught through hiking clubs," said Mr. Vaughn-Lloyd. "The boy is taken into the hike club at the molding stage of his life, at the time when the gang instinct of his nature is predominant. He here learns the difference between the gang rules and real system. He sees what organization can do. He has a part in the election of the officers. This is all done in a business-like manner which teaches him that things to succeed must be done in an orderly and systematic way. It also teaches him obedience. He is gradually molded into a leader without his knowing it.

"You cannot preach to a real live boy. He will rebel—but you can get him away from the hustle and bustle of the city streets and take him out into God's open country for a hike over the hills and into the valley, studying the butterflies, birds, bugs, trees, flowers, and heavens and thereby preach sermons never to be forgotten."

A Community Hiking Club

The organization and program of a Community Hiking Club was suggested by F. E. MacLean, Superintendent of Recreation, Reading, Pennsylvania, who outlined some of the principles of success in hiking, among them, good publicity, careful planning of the route, and an objective for the hike which will create enthusiasm.

"The press should be taken into your confidence," said Mr. MacLean. "Advise all the clubs, associations, and churches of your

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* Summary of Section Meeting on Hiking and Trail Making, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

Using the Comprehensive Plan of a City as a Study in Its Schools*

By
Leo J. Buettner
Secretary of the Municipal Recreation Commission, Johnstown, Pa.

The success of recreation or any other civic movement depends upon how much and what the taxpayers know about the movement. In Johnstown, Pennsylvania, all of our plans and projects are open at all times to inspection and the Johnstown City Planning Commission has attempted to show citizens of the community that the plan is practical and the proposed improvements would be of benefit to the community. Many of the improvements are for recreation.

The following methods are used by the commission:

(1) The illustrations in a book published by the commission are actual photographs of conditions as they exist and proposed improvements are shown by white lines on the photographs.

(2) At city planning headquarters there is a large map 10x15 feet in size showing all the proposed improvements.

(3) A complete set of lantern slides has been made of all the maps, plans and photographs, which the commission may use in talking to groups of people.

(4) The interest of the children in the plan is secured and through them the interest of the adults is often secured.

The plan has been divided into six parts as follows and introduced in the local schools as a study:

Commission duties, jurisdiction and object
The Plan as a Whole
The Thoroughfares
Parks and Playgrounds
Municipal Buildings
Rivers and Bridges

One part was assigned to each of the six grammar grade schools as a subject for English study. Lecturers were given the children, with the help of lantern slides, and they were invited to ask questions. The children were also taken to the sites of the proposed improvements and each child required to make an oral report and later a written report on the subject. Through this method the children asked their parents questions and the parents in turn were obliged to find out the answers.

Speakers were developed among the children as the work progressed and one of the pupils of each class selected to represent the class at commencement exercises when they gave an illustrated lecture on the comprehensive plan or

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* Summary of an address given at the section meeting on The School and Recreation, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922.

These are the 1922 champions of the marble tournament promoted last Spring on the Jersey City, N. J., Playgrounds. Commissioner Moore's idea of a city-wide tournament spread throughout the country.

Charter Limitations Relative to the Conduct of Recreational Activities of a City*

By

Jay B. Nash

Superintendent of Recreation, Oakland, California

The City of Oakland found itself under severe handicaps a year or so ago and proceeded to amend its charter. The handicaps were as follows:

Handicap No. 1—(old wording)

"The Board of Playground Directors shall have the complete and exclusive control, management and direction of the aforesaid playgrounds." The City Attorney ruled in this case that a "playground" is a piece of land designated by metes and bounds. In other words, the Board has exclusive control within the fences of a playground, but has no power to go outside of the playground fences. Although the playgound director may be on the playground before the small children come in at the close of school, he cannot visit a factory or shop in the district to invite the people to use the ground; he cannot leave the ground to study conditions in the community surrounding the playground; he cannot leave the ground to organize children who are now playing in the vacant lots or on the streets; he cannot leave the ground to take children from the playground on a hike in the hills or for an over-night camping trip.

Charter Change—(new wording)

"The Board of Playground Directors shall have power to conduct play activities upon the playgrounds and also other suitable places, temporary use of which may be loaned or leased to the Board. The Board shall also have power to conduct walking and outing excursions from the grounds, to points within or without the city."

Handicap No. 2—(old wording)

"The Board of Playground Directors shall have charge of children's playgrounds."

The City Attorney laid particular stress upon the word "children's." He interprets this that the older people, even persons whom we usually class as young people, from the age of fourteen to twenty-one, have no rights upon the playgrounds save as they may be in charge of small children or as they may possibly play with them.

Charter change—(new wording)

"The Board of Playground Directors shall have charge of all playgrounds, recreation centers and vacation camps."

This wording gives great latitude.

Handicap No. 3

The charter did not allow the Recreation Department to conduct vacation camps.

Charter clause added—"The Board shall have power to conduct vacation camps within or without the city."

These amendments did the following:

I. Enlarged the scope of activity from "children's playgrounds" to "public playgrounds and recreation centers."

II. Made each playground a community center.

III. Removed any doubt in regard to the rights of the recreation department to become a clearing house for various organizations which desire to participate in leagues, tournaments, contests, May festivals or celebrations of the type of the Christmas Pageant.

IV. Removed any doubt in regard to the rights of the recreation department to take groups of children fom the playgrounds on walks or hiking trips to the hills around Oakland, or to organize them in the vicinity of the playground to keep them off the street.

V. Made it possible for the department to stimulate the "Save-for-Vacation" plan and organize a mountain camp.

In the section relating to the general powers of the City a clause was added:

"The City shall have power to acquire by purchase, condemnation or otherwise, and to construct, establish, maintain, equip, own and operate libraries, reading rooms, art galleries, museums, schools, kindergartens, parks, playgrounds, places of recreation, camps, fountains, baths, public toilets, markets, market houses, abattoirs, dispensaries, infirmaries, hospitals, etc., etc.....and any and all other public buildings, places, works, institutions, and establishments (whether situated inside or outside of the city limits) which may be necessary or convenient for the transaction of public business or for promoting the health, morals, education, or welfare of the inhabitants of the City or for their amusement, recreation, entertainment or benefit."

* Talk given at Recreation Congress, Atlantic City, N. J., October 9-12, 1922

Swimming and Bathing

In the discussion on swimming and bathing facilities held at the Recreation Congress, Atlantic City, N. J., on October 12th, 1922, Mr. R. M. Teele, recreation superintendent at Grand Rapids, Michigan, spoke of their swimming program as having been in operation for fourteen years. They have swimming meets for girls and for boys. At the last meet held, there were 600 participants. Cage ball is one of the favorite games in the tank, although many were used. A life-saving course has been started and 132 juniors and 73 seniors have earned life badges. He felt that their ideal pools are those 40 x 100 feet, though the pools 70x90 feet were also good. The depths were from 3-8 feet, the diving boards four feet above the level. The oval shape he felt to be preferable. The pools cost from $16-$17 each to fill and from $600-$700 a year to keep clean. Copper sulphate solution and a filter system are used to sterilize the water. The boys and girls furnish their own suits and towels. The pools are open from 10-1 in the morning, 2:30-5:30 in the afternoon and 7:30 until dark. The industrial people particularly enjoy the pools at noon.

In Pittsburgh the pools have been in operation in connection with the playgrounds for eight years. In summer the outdoor pools are used. The pools are open four days for men and boys and two days for women and girls. The Schenley Park pool, located in one of the most exclusive sections of the city and in connection with which there is a large stadium was their greatest problem according to Mrs. Margaret Gray, Pittsburgh's recreation superintendent. There was no supervision provided and the men and boys filled the stadium when the girls went in swimming. The pool was used by the lowest element in the city. A policeman was not available at the time and a woman, formerly a recreation leader, was asked to supervise the pool. Mrs. Gray appealed to the club women to take up the work of volunteer supervision of this pool as a part of their civic work and they furnished an assistant to help the recreation leader. This play leader took the women bathers in small groups and gave them lectures. She then appealed to the pride of the boys and men to help keep the place decent by decent conduct. This plan proved most successful. In factory sections and other sections where no bathing facilities were available, street showers were used. The Fire Chief was acquainted with the rules and regulations which were to govern the showers and the firemen assumed the responsibility of running them.

Mr. Leo Buettner, secretary of the Recreation Commission of Johnstown, Pennsylvannia, stated that in that city oval shaped tanks, 178x278 were used. A charge of ten cents for children and twenty cents for adults is made for checking. Between the hours of ten and twelve the pool is free to children, and they are instructed at that period by the life guards. Nine employees, each one a sworn deputy, take care of the supervision. Although the Pennsylvannia laws did not allow pools to be open on Sunday, special legislation was secured permitting the opening of the pools on Sunday from two to six p. m. The summer was cool; hence, the crowds were not great, the largest number being 650. The pools accommodate 10,000 a day. The cost of filling a pool this size holding a million gallons, is $90. The problem has been to get enough water to fill the tank. The steel company erected an air compressor which throws 130 gallons a minute and the installation of a well or pump is being considered which will throw 250 gallons a minute.

In Chicago, Mr. T. J. Smergalski, recreation superintendent of the West Chicago Park Commissioners, stated that the swimming tanks are 50 x 150 feet and eleven people are employed for each tank. Suits, soap and towels are furnished free. No disease or contagion has ever been traced to the pools. The water is changed twice a week and once a week every inch of the tanks is gone over by the guards with steel brushes. In addition each night some of the water is overflowed and new water added. Twice a week it is tested by the Board of Health.

"Life itself achieves significance and value not from the esoteric things shared by the few, but from the great common experiences of the race—from the issues of birth and death, of affection satisfied and affection frustrated, from those chances and hazards of daily living that come to all men."

—Mary E. Richmond, *The Family, June*, 1922

Storytelling*

Fern Stevenson of the Recreation Department of Detroit in the section on storytelling at the Atlantic City Congress said:

There is a close connection between storytelling and dramatics. On the Detroit playgrounds, the Storyteller is the Dramatics leader. Her program is very full as she visits thirty-three playgrounds a week during the summer season. By a re-arrangement of schedule, she is able to spend a little more time at some centers and helps the children dramatize some of the stories. Moreover, the children themselves are encouraged to tell the stories. This is of especial value among the children of non-English speaking homes. Dramatizing the story is a clever way of trying out various children in casting a play. The charm of the story hour is often heightened by the fact that the storyteller is in costume. Costume does not detract from the story if the storyteller is a skillful one.

The story program should be adjusted to the age of the children. Some stories appeal to children of all ages; for instance, *The Happy Prince* and *The Star Child*. Where there is a large mixed group, the story may be prefaced by a statement that the following story is to be for children of a certain age, but that the other boys and girls will shortly have their story. Usually this expedient works in keeping the attention of all the children. "Fun" stories are always popular.

The fine old stories that have come down to us through the centuries ought to be told and retold. They are the ones that the children love the best and that seem to be the best mediums for teaching great ideals and ethical lessons. The storyteller must adapt her program to the interests of the groups she visits. In telling stories to groups of foreign children who understand little English, the children's librarian must use her own judgment or ingenuity, but the simplest folk tales of their own countries are usually good stories to tell. It is necessary for the storyteller to use only the very simplest story told in the simplest words. The story hour may be a stimulus to a desire to acquire more English.

Miss Gertrude Brown tells of a Storytelling Club which has been organized in Dayton among the High School girls. A Dramatics Club of women in the town is responsible for the groups and does the necessary coaching. Stories are assigned to the girls, who after telling these stories at their own club meeting, tell the stories to groups of children.

At Harrisburg, Williamsport, and at Raleigh, through the Women's Club, groups have been formed for the express purpose of training storytellers.

A branch of the National Storytellers' League was established in Des Moines a number of years ago for the purpose not only of studying the technique of story telling, but more especially of studying the sources of children's literature and learning to adapt these famous old tales to use by the modern story teller. An elaborate program was mapped out which it took several years to cover, and incidentally the interest of this group of twenty-five people—college professors, teachers, librarians, a physician and several "just mothers" was sustained throughout.

The first year a careful study was made of the Niebelungenlied and its Norse variant the *Volsunga Saga,* as a type of the classic epic, and a cycle of stories was worked out and told based on the episodes of the *Volsunga Saga.* At the closing meeting of the year one of the members who was a very talented musician told Wagner's adaptation of the great Epic and illustrated the stories of the operas with the various musical themes.

The next year, in groups, the members of the League worked out story cycles from other great epics and cycles of hero stories:—Beowulf, The Odyssey, The Iliad, Song of Roland, King Arthur cycle, Hiawatha and others.

Then for several years in succession, careful studies were made of the folk literature of various peoples, not only of European stock, but of the Hindoo, South Sea Island and American Indian. Such scientific books as Hartland's *Science of Fairy Tales* were used as guides in the study and wherever possible the original sources were consulted and from the original version the storyteller made his or her own adaptation, later consulting, where possible, the version as retold by some master storyteller like Andrew Lang.

So the members of the League not only pursued a valuable course in one of the phases of Social Anthropology, and gained skill through practice in storytelling, but they had valuable training in preserving the spirit and quaint theme and language of the original story in

* Summary of discussion in session on Story telling at Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

adapting it for the child of today, and acquired an exceptionally large repetoire.

Primarily the League was started merely for the pleasure of the members, but as time went on, each and every one of the members told the stories to children.

Excellent lists of stories are published by the Cleveland Public Library and by the Carnegie Library in Pittsburgh, which may be obtained upon request.

Storytelling in the Library

By

Dorothy Elizabeth Smith

Cleveland Public Library

The modern story teller is a direct descendant of the old-time minstrel, ballad singer and teller of tales. She has their example and through them the literature which developed by word of mouth and is now preserved in the printed book. For centuries libraries have been custodians of books and the means of handing down this old world literature. It is our responsibility as librarians not only to collect and guard the books in our libraries but also to pass on the spirit of them, particularly to children during the taste-forming period. So the children's librarian gives out books and also tells stories.

In Cleveland we ordinarily conduct two story hours a week in all the branch libraries; one for the little folks under Fifth Grade, and one for older children over Fourth Grade. The story hours are announced in the schools, but the attendance is entirely voluntary on the part of the children. The stories are told in a room apart from the children's circulating room so that they may be free from interruption. Thirty to thirty-five children make an ideal group, but for the little children's story hour it is frequently necessary to take twice that number at one time. The same stories are repeated to different groups two, three, and on rare occasions, four times in a single morning.

The two-fold object of all story hours is to give pleasure and to introduce the children to good literature. To the little children we tell fables and folk tales and read simple poetry. Just as the primitive peoples of by-gone days thrilled to the tales of the Irish, the Norse and the German Grandmothers, the Minstrels, Ballad-singers and Troubadours, so the children of today respond to the same stories if the modern story teller can produce the right atmosphere and background. The folk tale that reproduces imaginative experiences interpreting life in simple child-like terms is still most delightful to children. Two stories of rather different types: e. g., exaggeration and wonder, realistic and nonsense, together with a poem constitute the little children's story hour. It should not take more than twenty minutes to tell all three. Each story hour is complete in itself.

Contrasted with this is the cycle story hour for the older children where the interest is sustained throughout an entire season in one hero or central theme. One story is told at a time and usually lasts about half an hour. Under the head of cycle stories are the Greek and Norse Myths, the Mediaeval Legend of King Arthur, the more romantic French Chivalric Tale of Roland, the more modern Robin Hood, the Tales of Shakespeare.

Story hours are also conducted in the branch libraries and during July and August on the playgrounds. The groups meet in school rooms, in portables, on fire escapes, or steps of buildings, in sand piles, and on the ground beneath the trees. Usually two stories are told, one for the little folks and one for the older boys and girls. The last week in July this year, the Playground Play Day was held in four of the City Parks and the Library responded to the request for a story teller at each place. Altogether we told stories to 16,718 children this last summer.

In addition to doing branch and playground storytelling, the children's librarians go to community houses, churches, orphanages, and Y. W. C. A's to tell stories on special occasions. Another contact with outside organizations comes with the story telling at Vacation and Bible Schools. The groups there are usually large and appreciative. To these we generally tell folk tales.

All story hours aside from those at the Branches are to some extent "Special", and the storyteller must fit her tale to the taste of the group.

When the Cleveland Foundation made a recreation survey in 1917 of the sixty-seven spare-time activities of the boys and girls, men and women, by far the most popular was found to be reading. That the story hours have had an influence upon children's reading is ever apparent. The first book that children ask for to read for themselves are those containing stories that the

* Talk delivered at story telling section meeting, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922.

children have heard told either at home, or at school, or in the library. Before each story hour, the children's librarian always collects the books containing the stories to be told. After the story hours she has more requests for these books than she can supply.

Play in France

(Continued from page 89)

system. But let us hope that the school system will conform to the play idea rather than that the play idea be made to conform to the school system. I think it is coming rapidly. I really believe it will not be many years until the school system will be revolutionized.

I was admitted to four open air schools, three grade schools, and the normal school, and saw classes being taught. In one boys' school a demonstration had been arranged. The teachers are sent for two month's training and then turned back into the schools as teachers of physical education. They had no form at all, that I could discover. They ran the boys through with military precision, first some running exercises and then they played a game that involved running. Next they had some throwing exercises and then they played a game that involved throwing. That was the great idea. There were no formal exercises, simply a few exercises that brought into play the muscles they were going to use in the game that was to follow. The man at the head was one of the best in Paris. I sat with him and with the general supervisor of a district and for two hours we talked together. I pointed out how children learning to write do not need any preliminary practice. I tried to show them the social education that is inherent in group games. In France they know very little about group games or group life. It seems to me the whole idea of the French people,—the whole system of education tends toward it,—is individual excellence.

The French people are a wonderful people. I was impressed with it as I met one after another. I have never known people who could concentrate so absolutely, who could ask such searching questions, and who so quickly and accurately registered the answers. The teachers are devoted and in many ways highly trained, and the children are wonderful, too. I taught a great deal in the open air schools. The children would listen to a long explanation of a game, such as I would never think of giving to American children, and at the end they would know just what I had been talking about and would grasp the idea I was trying to convey. But they were woefully lacking on the social side. That is what the Frenchman is alarmed about. The young people have good physiques. Their idea has been to give physical training in order to develop strong muscles and vigorous health. They are doing the wrong things there. Young girls are being given the most strenuous exercises, not at all fitted for them. They are using military gymnastics in the schools, and using play only as a means of physical development. They have had no idea of the social value of play, of the social development involved in play. That was the thing I tried to get over to them. I held demonstrations in their schools and led discussions with teachers afterwards. They asked questions, and I took them on into the theory of play. I think there is hope for the work in France. What has already been done is only a small beginning. We had a plan to have a teacher brought from France to be trained here and then go back to teach in the normal school, but unfortunately that was not carried out because of financial reasons.

I think the unfortunate thing is that we have sent to France too many untrained and poorly trained leaders in recreation. I got to know some of the French people very well, and they were frank—gentle and polite but frank as could be—in saying that they wished they might have more well trained people. Their own feeling is that if we could give them the money we spend in sending over these poorly trained workers, to send their own teachers here to be trained, that much more could be accomplished for France. That is the thing I hope will come. They are absolutely afraid to bring little boys and girls together in play for fear of social complications. I said to them many times that would have to come. They replied, some of them, "We know it, but we are not trained to do the thing." The point I tried to impress upon them was that they were not going to get what they were after through gymnastics or the old idea of physical training, but they might hope to get it through the new group play.

Knoxville's Story Hour

By
H. G. Rogers

Every Saturday morning between ten and eleven o'clock over two hundred boys and girls between the ages of seven and fifteen crowd into the auditorium of the Public Library for the story hour. As only one room is available, the children cannot be grouped, and it is necessary to have a program sufficiently varied to meet all age interests.

Ten Community Service volunteers are in charge of the program, each taking a turn once in two months. The volunteers are provided in advance with copies of the stories to be used, carbon copies of them being retained by the children's librarian for use in case the volunteer is unable to be present. Thus we have a reserve force composed of the assistants of the library who may be called upon at a moment's notice. With the cooperation of both the Librarian and the assistants, a program has been arranged for each Saturday morning from September to June. The assistants in charge of the school library aid in giving publicity to the story hour.

Our first objective has been to interest the children in stories and in listening to them. The development of a taste for good stories and good literature is a second and very important consideration. In the third place, it is desired to for the "library habit," and through the story hour the children become personally acquainted with the librarian and the library.

The Program

The interest of the children depends upon the variety of the program. Games are introduced to rest the limbs, refresh the lungs, and release pent-up energy. Victrola records are employed to illustrate and complete stories. Stereopticon slides of colored pictures accompany many of the stories.

Dramatization

Impromptu dramatization which puts the story into action is very popular with the children, and we use it frequently. In connection with the Arthurian stories, for example, a "Knights' Tournament" was conducted for the purpose of illustrating court scenes and life. The King, Queen, and their attendants were placed on a platform throne and suggestions were made as to the manner in which royalty walked and courtesied on state occasions. Seven young ladies with the princess were given colored paste board quoits, to represent floral wreaths, which they endeavored to toss upon the lances of the Knights (first finger of upraised right hand) as they came dashing by on their fleet steeds (straight sticks which they rode). When a young lady was successful in tossing her wreath on the lance, she claimed the Knight as her partner for the Grand March. The young lady who was unsuccessful gave her place to another called up from the crowd below. Even those who were not chosen enjoyed the games because of the pleasure of sitting in the king's court and watching the games on a festival occasion. After all the Knights were provided with partners, the King and Queen led the Grand March to the music of the Coronation March played on the victrola.

The Thanksgiving Day program created a good deal of interest. A prize was offered to the child writing the best story about the first Thanksgiving Day and the prize winning story was told before the prize was awarded. The Christmas program centered interest around a small Christmas tree and possibly some of the Old English costumes which were used. In connection with the "Book Week" at the library, a book exhibit was held. The assistant librarian told what stories were to be found in the books and announced that they could be secured from the desk.

The program with stories used for three months is as follows:

- The Little Red Hen
- Grandfather's Penny
- How Arthur Proved His Kingship
- Pied Piper (with colored slides)
- Half Chick
- The Stone Cutter
- The Toad
- The Winning of the Queen
- The Bee, the Harp, the Mouse, and the Bum Clock
- Columbus Story
- The Tinder Box
- How the Round Table Was Established
- The Knights' Tournament
- The Story of Fairyfoot
- Hereafterthis
- Three Knights of the Round Table

The Department of Planning, Parks and Recreation of Syracuse, N. Y., conducts dances for American groups in the Fifth Street School Social Center.

Dancing under Church Auspices

The Social Service Department of the Congregational Church recently carried on an investigation which would enable it to answer the question, "Does the experience of the churches which have been making dancing a part of their social program justify its further extension by the churches which have not, up to this time, been holding dances under church auspices?" The questionnaire was sent to churches where dancing has been permitted and also to a number of churches where dancing has not been a part of the social life of the church.

It was found that the churches which have most successfully made use of the dance are those located in down town, apartment or boarding house districts and those serving students or transient groups. Most of the churches permitting dancing, the questionnaire further showed, used the parish house, renting outside halls if no parish house existed.

Out of fifty-two replies, thirty-five answered affirmatively the question, "Do you consider the results obtained justify the extension of social dancing among the churches?"

Many practical suggestions were offered the churches introducing dances for the first time. If the dances are to be regular events, a definite system of invitations should be used such as the issuing of tickets bearing the name of the holder. The dancers should be well chaperoned with as many fathers and mothers in attendance as possible. Social dancing should share its place with other forms of amusement such as organized play, singing stunts and games. The dances should begin at a reasonably early hour and close promptly not later than eleven o'clock. Young people must be enlisted in getting good music. "There is a place between the higher classical music and the low down jazz and the beat of African tom-toms." Dancing must be surrounded with high standards, the young people themselves being given the major portion of responsibility in the matter.

The replies to the questionnaire brought out a number of interesting plans and methods in operation. One church in Springfield told of conducting a series of twelve dances at its community house. Here admission was by season ticket only, and all applications for tickets had to be passed on by a committee of responsible older people. The cost of a season ticket was one dollar, during the past year one hundred and ninety young people were delighted to secure the tickets. At a church in Rochester, New York, games have been successfully substituted for social dancing. At the request of the young people, a large party was arranged which closed with fifteen minutes of dancing. The young men and women were asked to study the dancing from the viewpoint of democracy, whether it meant wholesome fun for all. They were then asked to vote, and dancing was practically unanimously voted down. The church parties are now run on a large scale with

The prize winning yacht in the contest held under the direction of Department of Recreation, Detroit, Michigan.

mass amusements conducted continuously. Over three hundred attend the socials, several of which are held during the year in addition to three large banquets.

Craftsmanship on the Playground*

By

C. E. Brewer

Commissioner, Department of Recreation, Detroit, Michigan

Craftsmanship is one of the most important, yet often most neglected activities of a recreation program. Many believe that craftsmanship applies only to the sewing, reed and raffia work done by children during the summer months on the playground. Yet the adult is a potent factor in any recreation system, and craftsmanship applies to him as well as to the child.

The greatest development from craftsmanship comes from employing play and the proper use of leisure time as a means of development. The creative instinct is alive in all of us continually and should be made the motive for all craftsmanship work done in any recreation center. Craftsmanship may be divided into the following groups:

A. Outdoor work of children on the playground, such as sewing, embroidery, raffia and reed work, bead work, bird houses, costumes for pageants
B. Indoor work in a recreation center, such as making curtains, interior decorating, art and sketch classes, basketry, knitting and crocheting, paper flowers
C. Model Engineering—Model yacht and sail boats, radio sets, stage settings, homeland exhibits, Meccano and Erector sets

In developing this work in all its various phases, it can readily be seen that its connection with the recreational program is not always clearly defined. To many it seems to be an educational function not properly to be developed by a recreation system. Yet these activities are avocational rather than vocational in nature, *i. e.*, art, science, drama, music, are not primarily for entertainment and passing amusement, but are hobbies of a more serious nature and must be placed in a separate class in order to be developed. They do not become hobbies until the school age has passed; consequently, the Board of Education

* Paper given at Section Meeting on Craftmanship on the Playground, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

has no connection with it. Due to the dislocation of civilization, as Joseph Lee expresses it, something must be done to give expression to the pent-up or restrained impulses within oneself. Consequently, here is an opportunity for a recreation system; and any recreation system should provide opportunities for the proper use of leisure time, to provide that outlet to the hobby which many adults have, provided there is no commercialized opportunity already provided in the city. "We should do more than we are doing to cultivate the power of expression in music, in art, in science and in literature."

Art work, which is another name for craftsmanship, must be organized on a separate basis from other recreational work. Tennis, baseball, golf, swimming, are hobbies and require separate and more serious consideration in relation to our

Chicago, Illinois.

mass games on the playground. In the same way, avocational activities derived from the arts and sciences that depend on teaching and educational propaganda, demand even more separate and special consideration. For the study of model engineering, dramatic art and handwork, groups must be small in order to derive any special benefit.

"Does this pay in the recreation system?" is a question immediately raised as the objection to this work by many recreation workers. It does pay, because it not only serves as a means of expressing one's restrained impulses, but also because there is more serious thought and consideration given to craftsmanship than to any other recreation activity. More constructive work is done because it is the expression of one's very soul in his cherished hobby. This applies particularly to the adult.

Some objectors say, "Craftsmanship activities are too confining and have no place in a recreation program; recreational activities should be active, develop strength, and should not be passive." To these the answer can be made that change of work or scene is a means of recreation to the worker who perhaps is in some specialized work. There is no doubt that the joy of accomplishment, the pleasure of building a model boat, or painting a beautiful picture, does more mental, spiritual, and physical good than playing a game of playground ball. There is no question that singing develops the lungs. Tramping around a pond where one is sailing a model yacht or hiking in the country with a sketch class, painting a landscape—all have their healthful features which congestion of our cities, the speeded specialized work of factory and office, do not and cannot give.

Taking the various classes of craftsmanship, we find that they may be divided as follows:

A. Outdoor work for children on the playground. This class of work includes:

1. Sewing and making of bloomers, middies, dresses, aprons, sewing bags, bean bags, holders
2. Knitting and crotchet work, such as sweaters, stockings, caps, bags, mats for hot dishes, edging and doilies
3. Reed and raffia work, such as trays, fruit-baskets, vases
4. Wood work such as bird houses, animals, doll furniture, boats, kites, plant sticks.

Detroit, Michigan.

There can be no doubt as to the practical and beneficial results of such work on the summer playgrounds.

B. Indoor work (Particularly for adult and club work). All the activities mentioned above may be conducted indoors as well as outdoors. In addition, there are Paint and Sketch Classes, Art Club, and the activities of making curtains for the community centers, permitting the clubs to make and paint the furniture, stencil the woodwork and walls, making lamp shades, knitting sweaters, shawls, making paper flowers, painting and making scenery for dramatic plays, and Homeland Exhibits.

In one of our community centers, several clubs painted chairs and tables and made benches for the various club rooms. Cushions, flower vases, and decorations of various kinds were all made to harmonize with the surroundings. Each room had its color scheme with the furniture painted to match the walls. Stenciled curtains made by the clubs gave the finishing touch to the rooms. An entire center was decorated at a cost of about $45.00 The clubs spent all of their meeting time for about ten weeks accomplishing this work. This action resulted in an attractive community center, provided a useful outlet to leisure time, and promoted proper care and respect for the property. The same plan is being carried out in our new community bulding, opened last May.

The Homeland Exhibits should not be omitted from this group. These Homeland Exhibits are held in Branch Libraries and in the Art Museum. Homeland Exhibits of the arts and crafts of Polish, French, Belgium, Greek, Italian, Czecho-Slovak, Norwegian, Danish, Swedish, Armenian, Jewish, and Bulgarian peoples have already been held. At these exhibits the people of that nation exhibit the various things they have brought from the "Old Country." Under the auspices of the Department of Recreation, committees of that nationality holding the exhibit are organized. These committees have general charge of the exhibit and arrange the program at which the native songs and dances are given and speeches are made in both the native and English language. These exhibits usually last two weeks and are visited by large numbers of people. They tend to promote a better understanding of art and crafts between the American and the foreigner. They revive an interest on the part of the foreigner himself in crafts of his own race and are an education to all who see the exhibit. The Jews now have an annual exhibit and are preparing to teach the arts and crafts in their private schools.

Art clubs should not be overlooked in this work for such clubs give an opportunity to develop self-expression and a means of recreation which prove to be of great value to one who cannot attend an advanced art school. One needs to make only one visit to the Department of Recreation Art and Sketch Clubs in Detroit to be convinced that they have a decided place in a leisure-time program.

C. Model Engineering includes the building of model boats and yachts, steam and gas engines, sail boats, Meccano and Erector Sets. You would be surprised at the talent which is latent in every community. Last year a model boat exhibit was held in the library lobby, which resulted in the organization of an Adult Model Yacht Club of sixty men who, in turn, volunteered to teach juniors how to build and sail their model boats. These model boats were made in our community centers and in the manual training rooms of the Lillibridge School, which were opened by the Department of Recreation for this purpose. Every other week a race was held for the models, which were classed according to the number of square inches of canvas they carried. This spring we held an exhibit in the Board of Commerce, where we had over one hundred exhibits ranging from steam engines, power and sail boats and aeroplanes, to a baked cake model of a battle ship. Every exhibit must be made by the exhibitor.

Our Seventh Annual Kite Day was held this spring, where prizes were awarded for workmanship, novelty of design, height and other special classes.

Craftsmanship has three fundamental values:

(1) It is relatively inexpensive when compared with other concrete results, as it gives expression to restrained impulses and real constructive work is always performed.

(2) It develops an appreciation of the finer things in life, has extensive results in Americanization and gives an opportunity for self-expression.

(3) Craftsmanship is a potent factor in a recreation program, and can be developed by a recreation system without duplicating the work of the schools.

Handicraft on Bellville Playgrounds*

By
Cara B. Lehman Recreation Superintendent
Belleville, N. J.

This was the first summer for playgrounds in Belleville, so our work in craftsmanship was very elementary and, I fear, rather crude in comparison with what you of long established systems have worked into. However, it was, I presume, typical of the first-year neighborhood playground, so I am just going to tell you how we started our handwork, what difficulties we met with, and some of the results of the summer's work.

We had two motives in making our handwork classes one of the first major activities. We wanted to kill at the outset a notion that prevailed that playgrounds were for the active, athletically-inclined children exclusively. Our slogan was "a variety of activities for a variety of people." On the other hand, we hoped to emphasize the idea of all-round development, and hence started right into making the handwork attractive to all the different groups of children. To this end we gave considerable publicity to the establishing of the classes, giving in the local paper a story of how such work originated, why it was a legitimate playground activity, something of what had been accomplished in other towns, and the interest taken by the children. Then in initiating the classes we capitalized the natural enthusiasm of the children to help get equipment up and activities started when the grounds were first opened. We asked the girls to make such things as the beanbags and the baseball bases. We announced to the boys that any of them who liked to work with tools could help the men put up the equipment. On one ground we found that with what the boys already knew and such pointers as they had picked up, we could dismiss the workmen when the heaviest apparatus was up and the boys put up the rest. They erected the slides, made the volleyball court, put up an awning over the sand pit and so on.

Unfortunately, we were not financially able to provide equipment and facilities for real workbenches for the boys this year. With the girls, since expensive equipment was not required, it was easy to organize classes, using the girls who had done the things for the playground as a nucleus. We started the younger girls on a black cat made from an old stocking. This cat was funny and not hard to make, and it was something for the beginners to learn on. Then they made a white bunny with pink eyes and handsome "Grandpa Wiggly-Tail" whiskers. In order to bring out the idea that articles should be useful, it was explained that these little animals would be nice Christmas presents for baby brother or sister. There always being plenty of baby brothers and sisters, an epidemic of black cats and white bunnies immediately broke out. About this time, another playleader discovered the dishtowel sweater. She made herself one, wore it to the playground, and another epidemic broke out. It proved the means of bringing our athletes into the classes. The girls' baseball team on one ground adopted this and black bloomers for their uniform, making both and dyeing the sweaters right on the ground. Practically the entire girl-population of Belleville is now clothed in dishtowel sweaters.

By this time the classes were popular with all the girls and the articles made from that time on were just what girls would naturally be interested in. We insisted on only two things: that articles made be either distinctively decorative or else useful—both, if possible.

We tried all during the summer to adhere to the plan of making interesting, unique things that could be finished fairly quickly. For this reason, we just touched on basketry and modeling in order to give the first taste.

The classes have also been very popular with mothers, for many girls have learned on the playground to handle needles and thimbles, and enjoy it, who couldn't be persuaded to touch them at home. One little ten-year-old showed up one day with a stocking that had two holes in it and demanded to be shown how to darn. She said it wasn't work when she learned on the playground and she guessed she would surprise her mother.

In order to encourage the girls and also to afford publicity, we had two exhibits during the summer, one in the library and one in the most public show window in town. The proprietor of the latter arranged the display himself and made it very effective. On the closing day we exhibited every article made and gave first and second prizes.

We had two difficulties in introducing this work which I suppose are common to all neigh-

* Talk given at Section Meeting on Craftmanship on the Playground, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

borhood playgrounds. One was the lack of shade on two of the grounds. We had "makeshift shade," of course, but I think having boys and girls work out under nice big shady trees has more influence on their morale than we realize. Working under an awning isn't the same thing. As this is the first year we had no pavilions, we were just "borrowing" the grounds, so to speak.

The other difficulty was that our children were poor, and so were we. We were not in a position to provide proper equipment, and we had to keep the expense down to a minimum for the children. As a matter of fact, however, I think that one of the most lasting benefits to be derived from handicraft on the playground—in fact, almost its *raison d'etre*—may arise from just this fact. It seems to me that we should all be careful to avoid what might be termed "playground paternalism." Handing out materials and providing complete equipment will, of course, insure a much more satisfactory technical development. At the same time, we must remember that we are not training apprentices, we are providing recreation, and that handicraft is justifiable in our field only because it is distinctly recreative to many people to create, to make things, with their hands. If we can, therefore, develop an enthusiasm among our children for making something out of nothing, so to speak—for utilizing that which is at hand and which would otherwise be junk, for making something useful or beautiful—in other words, making a flower dish grow where only a potted ham can grew before—we have killed several birds with one stone. We have provided recreation, we have afforded an outlet for creative instinct, we have called attention to that cardinal virtue, thrift, and last but not least, we have suggested to these children that they needn't go without things always just because they haven't money to go and buy them outright. It may be possible to make them for themselves.

We have had several very tangible results from this summer's work. For one thing, we have justified the playgrounds to those parents who can't see just play. This was especially true with the Italians. In the second place, it afforded us a certain kind of publicity. People want to know what is going on on their playgrounds, but not many of them will take the trouble to come to the grounds to see for themselves unless they are invited for a special occasion. Handwork is something that can be taken to them, as we took it, in the form of exhibits. A great many of the citizens had their interest in the playgrounds aroused just through seeing this work in passing. The fact that it is concrete and useful appeals to them. And this is a form of publicity which, judiciously used, will not do the children harm. I think that is a point worth considering. Another result we have detected is the beginning of discussion of the lack of manual training in the public schools. But, of course, the biggest result is that we have aroused an enthusiasm among our boys and girls for doing something besides just playing ball and swinging on swings. And at the close of the season we had a most satisfying demonstration from the boys of what they could do even with a little training. The day before our closing day we had "set the stage" on one of the grounds. During the night, a gang from across the river in another town had come in and practically ruined the stage. Before nine-thirty the next morning, the playground boys who heard of it had repaired the damage and put the grounds to rights again, as a surprise to us.

We plan for next summer, whether or not we are able to have workrooms and technical equipment, to pursue the work along the line of hobbies. A man in town, for instance, has offered to handle a class in photography. A prize will be offered for the best playground picture at the end of the season. There are a number of boys in town whose hobby is woodwork. One of these boys is going to make me this winter a miniature lay-out of backyard playground equipment. I will use this to stimulate the interest in that hobby. And so on.

I think we need not worry about making handicraft popular on the playground and making it productive of results, if we are careful not to make it superficial and not to let it get stereotyped. You remember, perhaps, what some wise man has said: "He who goes about the land scattering full-blown roses will be followed the next day by their withered petals. But he who scatters rose seed will be followed years hence by their ever-increasing perfume." We should be sure that what we are doing is really worth while, that we are not only entertaining the children but are giving them the chance to learn the joy of creating and of making something useful and beautiful.

A Community-Wide Program

The Middletown, Ohio, Recreation Association reports that the cost of maintaining its playground program in 1922 was six and a half cents per day per individual, a decrease of one cent per day under last year's record, though there was a larger increase in attendance over 1921.

Playgrounds are only one of the many phases of Middletown's program.

For the girls and younger children, clubs were organized. The activities engaged in by these clubs covered a wide field and comprised dramatics, sewing, coping saw work, doll play, basketry, crafts, fancy work, nature study, and bicycle riding. Classes in rhythmic, folk and gymnastic dancing were also held weekly.

Special stunt nights were held each week on each playground in addition to the regular playground activities.

At Mary Oglesby Playground, swimming in the lake was one of the most popular activities, while at Lakeside Playground, the City Fire Department gave the children daily shower baths from the city water main.

In the development of the new Armco Park, a special glen was set aside for the children and called Bunny Hollow. Every Saturday during the summer months was a special children's day. Various activities were carried on and on every other Saturday a special program was arranged. These special programs were: Bunny Hunt, Peanut Day, Hot Dog Day, Balloon Day, Indian Day, Safety First Day, Labyrinth Day, and Ice Cream Day. On the last Bunny Hollow Day, the Dramatic Clubs from Lakeside and Sherman Playgrounds gave the fairy plays, *Snow White* and *Sleeping Beauty*. The attendance on these days was from one hundred and fifty to two hundred and fifty each Saturday.

The fall and winter program of inter-playground contests started in October, four teams of boys and two teams of girls from each playground competing each week. One hundred and eighty children took part in these contests, the enthusiasm and spirit being of the finest, while the competition was keen and clean. The activities involved in these contests were: Boys—Volley ball, basketball, playground ball. Girls—newcomb ball, captain ball, and liberty bat ball.

The usual story hour was conducted at the Library every Thursday afternoon from September 1st to May 1st. During the summer months, a weekly story hour was conducted on each of the three playgrounds.

Upon request of the Park Commissioners, the Association took over the management of the baseball park north of the city. Rules and regulations were adopted for its use.

City and county tennis tournaments were held during the year.

A gymnasium class for women is held weekly in the club rooms of the Armco Association.

Special community activities in which the Recreation Association functioned were:

Conducted a children's playground for National Armco Day and the Labor Day Picnic.

Conducted the athletic contests and folk dances for the colored citizen's celebrations of Emancipation Day.

A city-wide Hallowe'en Party

Playground Easter Egg Hunt

Playground Kite day

Smoking the Pipe of Peace on Bunny Hollow Day

A June Festival Program

By
Frances Haire

The following program which was used in organizing playgrounds for Clearfield, Pennsylvania, is suggestive of games and dances for use in a park or grassy place.

For all the musical numbers and dances, the Victor records were used to good advantage. The machine was the large horn school type, and the sound carried successfully to the five hundred or more persons gathered to witness the event.

The four hundred children who took part were divided into play groups, each in charge of a play leader who, in this instance, was one of the teachers. Before their part in the performance, they were seated around the oval roped off for the playing space where they could watch the fun. Each play group was in white "Sunday Best," with a colored crepe paper sash or other decoration, a different color scheme being used for every unit.

The children taking part in the folk dances wore national costumes. Miss Summertime and her maids-in-waiting were in fluffy white tarletan dresses with hats to match. Miss Summertime had a long train which was carried by two tiny train bearers. Preceding the court came the two heralds with gold trumpets.

Following the entry and seating of Miss Summertime and her court, the following program took place:

(A stately, slow march was played for the entrance number.)

May Pole Dance by the ladies of Miss Summertime's Court. Record—*English May Pole Dance.*

The Spirit of Play enters with her followers—Joy, Happiness, Sunshine, and Laughter. She dances a solo dance. The record used here is *Pizzacatti,* from *Sylvia,* by Delibes.

After this, her followers dance a pantomine dance with balloons, the record used being *Valse Lente.*

The following games were played by two groups of children:

Old Buzzard and *My Son John*
Rabbit's Nest and *Garden Scamp*

Clapping Dance—record the same

Folk Dance—in custume—Irish Jig
Record—*Irish Washerwoman*

Game demonstration by two groups as follows:
Frog in the Meadows and Looby-Loo—record same
Overhead Relay and *Red Rover*

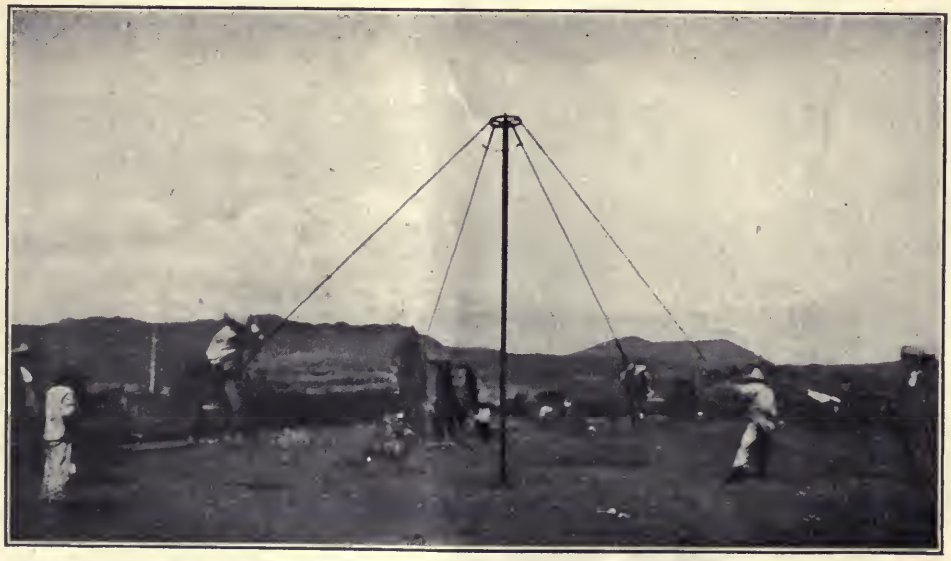
Folk Dance—in costume—French Reel
Record—*French Reel*

A game demonstration as follows:
Corner Spry; Dodge Ball; Handkerchief Relay; Snatch the Handkerchief

Folk Dance—in costume—Italian Tarantella
Record—*Tartantella*

Singing Games; *Jump Jim Crow; Pig in the Parlor*

Folk Dance—in costume—Old Fashioned Square Dance
Record—*Turkey in the Straw*



Mexican youths of Tres Marias constructed this *volantin* after the model brought here for demonstration purposes by the *Campana en Favor de la Familia Campesina*

Some of the crowd attending the demonstration of the Family Welfare Campaign conducted by the Mexican Department of Agriculture.

A Playground on Wheels

By

HELEN BOWYER

DEPARTMENT OF AGRICULTURE, MEXICO

The Mexican Department of Agriculture is so fortunate as to have at its head a man with a very deep appreciation of the part which human values must play in the upbuilding of the material welfare of his country. "The strategic point in any program for the permanent improvement of agriculture," said Senor de Negri in a recent interview, "must be sought in the country home. Unless the boys and girls find there the comfort, companionship, and legitimate recreation which youth demands and which it believes the city offers, the brightest, most energetic, and most enterprising of our young people will inevitably turn their backs upon the soil and leave the most important industry of the Republic in the hands of the duller, the less progressive, and the less resourceful."

As a first step in the averting of this disaster. the Department has organized a Family Welfare Exposition which is touring the villages along the railroads of the Central States in two cars equipped for the purpose by special order of the President of the Republic. Among its most important features is an excellent set of playground apparatus which is set up at each station within an hour of the arrival of the train. Mexican villages ordinarily lie at some distance from the station, but as rapidly as possible word is sent to all the hamlets within a radius of several miles and during the four or five days the Exposition remains the swings, sliding board, overhead ladders, and flying machine are in active, joyous service. "If Mexico is to have strong and happy citizens tomorrow," reads one of the posters in the Exhibit car, "see to it that she has happy children today." And the happiness of the little *compesinos* over the new and heretofore unimagined delight of an organized playground is so great that it becomes a tragedy when, at the end of a few days, the equipment must be piled up and packed in the departing cars.

During the Child Welfare Campaign under the direction of the Mexican Department of Agriculture this crowd was entertained with a phonograph concert prior to the demonstration of children's games

Athletics for the Girls and Women of America

For a long time there has been a growing feeling on the part of many of the leaders of the physical education and recreation movements that the girls and women of America were not having a "square deal" in their athletic life. Not only was there an absence of the play traditions and standards which through many years had been built up around athletics for boys and men, but there were, many believed, a lack of appreciation and knowledge of the dangers which are associated with certain forms of athletics, a lamentable failure to safeguard the physical and even moral well-being of the girls of the country in their athletic contests and an unconscious, but none the less serious, evasion of responsibility toward the problem on the part of the women of the country in whose hands the solution of the difficulties might reasonably be expected to rest.

Some of the Problems

Why is it, the directors of physical education and recreation workers began to ask themselves, that to so large a degree athletic directors, coaches and officials in charge of girls' athletics are men rather than women? Had enough attention been paid to the training and qualification of athletic coaches in girls' activities? How has it come about that so little information was available on the physical effect of certain sports on girls? How may physical education and sports be made to function more effectively in character building? Is there sufficient recognition of the limitations of women and girls in athletics? Are matters relating to ideals and standards emphasized as they should be? How is exploitation to be avoided and a wholesome program of athletics encouraged which will do away with the evils of undesirable publicity in girls' athletics and in over-emphasis on star performances instead of team play?

The Washington Conference

These and many other problems confronted the group of men and women engaged in physical education for girls who, at the suggestion of the National Amateur Athletic Federation, were called together in Washington on April 6 and 7 by Mrs. Herbert Hoover, one of the vice-presidents of the Association. Here directors of physical education in colleges and normal schools, in public and private schools, and representatives of public and private agencies in whose programs the physical activities for girls play a part, informally discussed their mutual problems and sought together to plan the course of action and to set the standards which would be most constructive and forward looking.

A Plan of Organization

Some plan of organization, it was felt, must be devised which would make possible a proper emphasis on girls' athletics and provide the means for further study conference and definite action. The committee on organization, of which Miss Blanche Trilling, Director of Physical Education for women at the University of Wisconsin, was chairman, worked on this problem; and their report which was adopted by the conference as a whole was an important feature of the conference. The report, as it was adopted, follows:

"Whereas, we believe that we are in the early stages of a great advancement in athletics for girls and women which is destined to be of incalculable value for vigor, health, and character-training of girls and women as citizens and of future mothers, or of great possibilities for harm; and we believe that the program of athletics for the welfare, health, and education of women depends upon the women experts on girls' and women's athletics organizing themselves as a deliberating and administrative body to deal with the special problems of athletics for girls and women; whereas we believe that there must be an organization concerned with the national problem in athletics common to both boys and girls and men and women:

"Therefore, be it resolved,

"First, that there shall be a special organization of women to stand as a deliberating, investigating, legislating, promoting, advising, and finally controlling body on the special problems of athletics for girls and women; and

"Second, that the National Amateur Athletic Federation shall be considered the inclusive body

concerned with the national problems and all problems of deliberation, investigation, legislation, promotion, and control in athletics which are common to both sexes.

"Be it further resolved that the chairman of this conference shall, with the authority of the Board of Governors of the N. A. A. F. and the written suggestion of each member of this conference appoint a commission of not less than seven women which shall stand under the authority of the N. A. A. F. as the deliberating, investigating, legislating, promoting, advising, and finally controlling body on women's athletics for the next year, or until such time as the Commission can perform two special functions, as follows:

"First, to work out with the officials of the N. A. A. F. the detailed organization of the N. A. A. F. in dealing with the national or common problems in athletics as they apply to both girls and boys and men and women; and

"Second, the detailed organization of the special women's organization as a part of the N. A. A. F.

"Be it further resolved,

"First, that the Commission shall strive to formulate a special organization on girls' and women's athletics which shall give the opportunity to bring together in the federation representatives of all social groups of girls and women, and all agencies concerned with the athletic activities of girls and women.

"Second, that the Commission in conference with the officials of the N. A. A. F. shall formulate a relationship according to the following terms:

"a. The creation of a joint executive board composed of men and women, the women members to be selected by women.

"b. That the special athletic and physical problems of girls and women shall be the function of the special organization of women.

"c. That there shall be appointed a special executive secretary, who is a woman, qualified and authorized to promote and direct the women's program."

Blanch M. Trilling, Chairman
J. Anna Norris
Helen McKinstry
Helen Frost
E. Dana Caulkins
Committee on Organization

An Athletic Creed

However important the question of providing the machinery through which cooperation may be extended and experiments conducted, equally vital, it was believed, was the need of a creed—a "confession of faith"— which would clearly define the beliefs and purposes of the group present. A Resolutions Committee, of which Dr. Anna Norris, Director of Physical Education at the University of Minnesota, was chairman, was appointed to draw up resolutions. The following resolutions were presented and adopted by the group.

1. "*Resolved*: That it be noted that the term *athletics* as used in this conference has often included the problems connected with all types of non-competitive as well as competitive physical activities for girls and women.

"Whereas, the period of childhood and youth is the period of growth in all bodily structures, and

"Whereas, a satisfactory growth during this period depends upon a large amount of vigorous physical exercise, and

"Whereas, the strength, endurance, efficiency, and vitality of maturity will depend in very large degree upon the amount of vigorous physical exercise in childhood and youth, and

"Whereas, normal, wholesome, happy, mental and emotional maturity depends in large part upon joyous, natural, safeguarded big muscle activity in childhood and in youth,

2. "*Be It Therefore Resolved,* that vigorous, active, happy, big muscle activity be liberally provided and maintained and carefully guided for every girl and boy, and

"That all governments, village, county, state, and national, establish and support adequate opportunities for a universal physical education that will assist in the preparation of our boys and girls for the duties, opportunities and joys of citizenship and of life as a whole;

3. "*Resolved,* that there be greater concentration and study on the problems and program of physical activities for the pre-pubescent as well as for the adolescent girl.

4. "*Resolved,* in order to develop those qualities which shall fit girls and women to perform their functions as citizens

(a) "That their athletics be conducted with that end definitely in view and be protected from exploitation for the enjoyment of the spectator or for the athletic reputation or commercial

advantage of any school or other organization.

(b) "That schools and other organizations shall stress enjoyment of the sport and development of sportsmanship and minimize the emphasis which is at present laid upon individual accomplishment and the winning of championships.

5. "*Resolved,* that for any given group we approve and recommend such selection and administration of athletic activities as makes participation possible for all, and strongly condemn the sacrifice of this object for intensive training (even though physiologically sound) of the few.

"WHEREAS, a rugged, national vitality and a high level of public health are the most important resources of a people.

6. "*Resolved,* that (a) competent women be put in immediate charge of women and girls in their athletic activities even where the administrative supervision may be under the direction of men;

(b) "We look toward the establishment of a future policy that shall place the administration as well as teaching and coaching of girls and women in the hands of carefully trained and properly qualified women.

7. "*Be It Therefore Resolved,* that the teacher training school, the colleges, the professional schools, and the universities of the United States make curricular and administrative provisions that will emphasize

1. "Knowledge of the basic facts of cause and effect in hygiene that will lead to the formation of discriminating judgments in matters of health;

2. "Habits of periodical examination and a demand for scientific health service, and

3. "Habits of vigorous developmental recreation

"To this end we recommend that

a. "Adequate instruction in physical and health education be included in the professional preparation of all elementary and secondary school teachers;

b. "Suitable instruction in physical and health education be included in the training of volunteer leaders in organized recreation programs;

c. "Definite formulation of the highest modern standards of professional education for the teachers and supervisors of physical education and recreation, and the provision of adequate opportunity for the securing of such education.

8. "*Resolved,* that in order to maintain and build health thorough and repeated medical examinations are necessary.

9. "*Resolved,* since we recognize that certain anatomical and physiological conditions may occasion temporary unfitness for vigorous athletics, therefore effective safeguards should be maintained.

10. "WHEREAS, we believe that the motivation of competitors in athletic activities should be that of play for play's sake, and

"WHEREAS, we believe that the awarding of valuable prizes is detrimental to this objective,

"*Be It Resolved,* that all awards granted for athletic achievement be restricted to those things which are symbolical and which have the least possible intrinsic value.

"*Resolved,* that suitable costumes for universal use be adopted for the various athletic activities.

"WHEREAS, we believe that the type of publicity which may be given to athletics for women and girls may have a vital influence both upon the individual competitors and upon the future developments of the activity.

12. "*Be It Resolved,* that all publicity be of such a character as to stress the sport and not the individual or group competitors.

"WHEREAS, certain international competitions for women and girls have already been held, and

"WHEREAS, we believe that the participation of American women and girls in these competitions was inopportune,

13. "*Be It Resolved,* that it is the sense of this conference that in the future such competitions, if any, be organized and controlled by the national organization set up as a result of this conference.

14. "*Resolved,* that committees be appointed for study and report on the following problems:

a. "Tests for motor and organic efficiency;

b. "The formulation of a program of physical activities adapted to various groups;

c. "The relation of athletics to the health of pre-pubescent and post-pubescent girls;

d. "Scientific investigation as to anatomical, physiological and emotional limitations and possibilities of girls and women in athletics, and a careful keeping of records in order that results may be determined.

15. "*Resolved,* that the sincere and hearty

(Continued on page 122)

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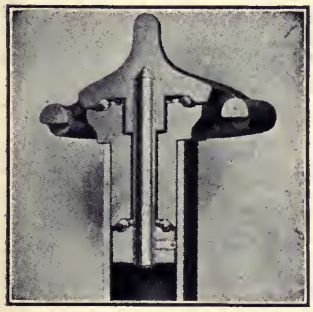
are Exemplified in the Medart Giant Stride



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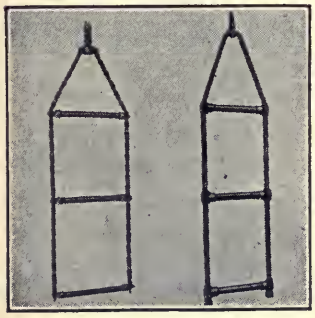

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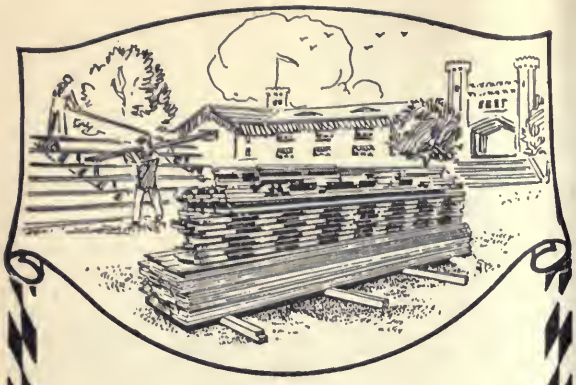

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Knockdown Bleachers come in sections 14 ft. long, 3 to 15 tiers high, lumber painted one coat. Will last for many years. See construction in panels below. Notice how the clothing of spectators is protected by placing the foot-boards lower than the seat-boards.

Every civic, industrial or educational institution should have a supply of Knockdown Bleachers. They pay for themselves in extra seating at pay events. Used by scores of universities, schools, large and small, baseball leagues, athletic clubs, "Y's" and "Y. W's," from Boston to Seattle.

Write for prices and complete description.

LEAVITT MANUFACTURING CO.
363 Griggs St Urbana, Ill

Recreation in Parks

(Continued from page 93)

Every face was cheerful and every man, woman and child looked well.

The National Parks have set a new fashion. The States are taking it up. Right here in this eastern country where we think we have achieved the ultimate in cities, there has been developed an Inter-State Park whose hospitable host entertains more visitors each year than all the national parks put together.

How Pennsylvania Aids

(Continued from page 98)

an early and tangible indication of progress towards ultimate satisfactory completion, will be sustained and even further aroused and the acquisition of additional funds for continued development will be simplified.

Through its services the bureau has been enabled to demonstrate by example the value of good design and has been instrumental in setting a visible standard which has acted as a stimulus in arousing public interest to an appreciation of the needs and possibilities of a broad recreational program.

A City Plan for Study

(Continued from page 100)

made a large number of friends for the plan.

Another way in which the idea is brought before the public is through the work of the vocational school printing plant which is printing the cuts used in the report on large sheets which will be mounted. These exhibits will be distributed to the various schools so that each building will be given a complete permanent city planning exhibit. It is planned to provide every civic organization in the city with one of these exhibits also. The plan may also be used for exhibition purposes at the national conventions and meetings.

The result of turning out 250 or 300 every six months who thoroughly understand the recommendations in the city plan will be of great benefit to the city.

Hiking and Trail Making

(Continued from page 99)

community, advertise the meetings, place, time of hike, and special features. Include as many points of historical interest as possible. Do not walk too fast, give the older citizens an opportunity to participate. Try particularly to include a large number of business people."

In Reading, the Superintendent issues a weekly bulletin which serves to keep all members in touch with the routes of all hikes for the month, giving the name of the Nature Guide together with the speakers for each hike. The club meets at a given point each Saturday at two p. m. and hikes until six, covering from six to ten miles. There are no charges for membership. There are two ten-minute rest periods at which time someone versed in hiking, birds, history or outdoor life gives a talk and games are played. Some days hot dog roasts are made possible through contributions of local firms. Oftentimes hikes are made to the hospitals, the members taking books, magazines, fruit, and sometimes giving an entertainment for the patients.

In the summer, twilight hikes are held, starting at four p. m. Lunches are taken and all return at twilight. Sometimes the recreation superintendent runs his car out into the woods, hangs up a moving picture screen, and from the power generated by his car projects educational, historical, industrial and scenic pictures. During intermission a portable tower is raised and radio concerts are alternated with the pictures. At other times the members are divided into two groups, one termed the Foxes and the other, the Hounds. The Foxes are given ten minutes' start, rubbing phosphorus on the trees and flashing their lights at intervals, the Hounds trailing their prey. All come home after the catch, tired but happy.

The Danish Experiment

(Continued from page 88)

for the wise use of leisure for citizenship and spiritual growth. The Folk Colleges seem to generate spiritual power and dynamic. That is, the essential spiritual power for a nation comes through the common participation in community life and the various forms of play.

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"First it was the Base Ball only; Now we cover the World of Sport"

Athletics for Women and Girls

(Continued from page 118)

thanks of the members of this conference on athletics and physical recreation be extended

a. "To the National Amateur Athletic Federation for its suggestion that this conference be called; and

b. "To Mrs. Herbert Hoover for her vision and devotion in organizing this conference and in making possible the vitally significant achievement of coordination of the various agencies for women's athletics.

16. *"Resolved,* that the National Amateur Federation be requested to publish these resolutions and to distribute them

a. "To all members of this conference;

b. "To all present members of the National Amateur Athletic Federation.

c. "To the Associated Press.

d. "To the American Physical Education Association, with the request that they be copied and distributed to all members of the Springfield convention."

The Springfield Conference

The Washington Conference, with the keen interest it aroused, was a fitting prelude to the meeting of the committee on Women's Athletics of the American Physical Education Association which held its Thirtieth Annual Convention at Springfield, Mass., April 11-14, and gave a decided impetus to the work of the committee. This committee, organized in 1917 with Miss Elizabeth Burchenal as chairman, through sub committees on basketball and hockey, has done difficult pioneering work in gathering data on these two games, formulating rules and standards, and issuing the general handbooks on basketball and hockey which are recognized as the official rules for these sports. Following the war, a sub committee on swimming was appointed to undertake the task of setting up a series of progressive swimming texts. In 1921 Miss Blanche Trilling became chairman of the general committee and two additional sub committees were created on soccer and track and field. The chairman of the sub committees now associated with the committees on Women's Athletics are as follows: hockey, Miss Cynthia Wesson, Department of Physical Education, University of Wisconsin; swimming, Miss Eleanor

Deming; basketball, Miss Florence Alden, Department of Physical Education for Women, University of Oregon; soccer for girls, Miss Helen Frost, Instructor in Physical Education, Teachers College, New York City; field and track, Miss Katherine Sibley, Director of Physical Education for Women, University of Syracuse.

At the meeting of the committee on Women's Athletics held in connection with the Springfield convention, the reports of these subcommittees were submitted and discussed at length, together with many of the problems relating to athletics for women and girls which had aroused so much interest at the Washington conference.

Field and Track Events

The report of the committee on Field and Track aroused especially keen interest and much discussion. The necessity for medical examinations; the determination of events suitable for girls; the desirability of adapting for the use of girls many of the rules for men's athletics by which girls' contests have been conducted; the best means of eliminating the undesirable features of track meets—all were presented as subjects for further study and experimentation before definite standards could be set for track and field events. It was accordingly determined during the next year to conduct experiments in colleges, elementary schools and high schools which would supplement the work which the subcommittees had already done and give a basis for decision regarding standards and programs. Certain cities were selected where experiments might go on under the best auspices. Meanwhile, to meet the demand from all parts of the country for help in solving immediate problems in track and field meets, the committee presented a provisional program of suggested events which will be published, together with the reports of the subcommittees on swimming and soccer, in an official handbook to be edited by Miss Elizabeth Burchenal and published by Spalding Brothers. This handbook will also contain the policies and resolutions adopted by the committee on Women's Athletics, subject matter common to all sports and a number of special articles. It is the hope of the committee that the rules and regulations suggested for field and track events will be recognized as experimental and provisional and merely as the means of meeting an immediate and emergent need. Criticisms,

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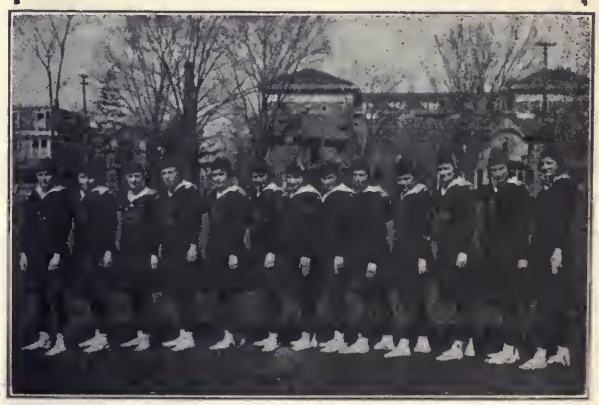

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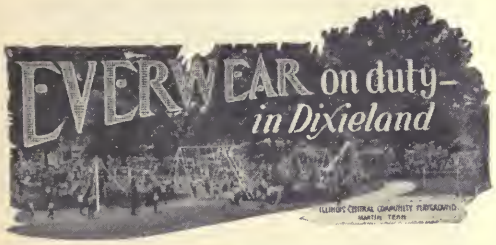

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suggestions and information are invited in the questionnaire which will be published in connection with the handbook.

Inter and Intra Institutional Competitions

Much interest centered around the discussion of inter and intra institutional competition in which, it was felt, further study is necessary. To give expression, however, to the feeling of the committee on Women's Athletics on the subject, a committee of which Miss Burchenal served as chairman was appointed to draw up a statement. The resolutions presented by this committee were enthusiastically adopted by the General Committee.

In presenting its reports, the committee called special attention to numbers 4, 5, 6, 10, 11 and 12 of the resolutions adopted by the Washington Conference and recommended that the committee on Women's Athletics make themselves familiar with the complete set of resolutions, take active steps to see that they are applied to girls' athletics and use every opportunity to bring them to public attention. The resolutions are as follows:

Whereas, we endorse these resolutions, and

Whereas, we believe them to express the fundamental policies upon which any competition in athletics for girls and women should be based,

1. *Be It Therefore Resolved,* that no consideration of Inter-institutional athletics is warranted unless

a. The school or institution has provided opportunity for *every girl* to have a full season's program of all around athletic activities of the type approved by this committee.

b. *Every girl* in the school or institution (not merely the proposed contestants) actively participates in a full season of such activities and takes part in a series of games within the school institution.

c. These activities are conducted under the immediate leadership of properly trained women instructors who have the *educational value* of the game in mind rather than *winning.*

2. *Resolved,* that in cases where

The above conditions obtain and proper responsible authorities (preferably women) deem it desirable *educationally* and *socially* to hold inter-institutional competitions the following requirements are observed:

a. Medical examination for all participants.

b. No gate money.

c. Admission only by invitation of the various schools or institutions taking part, in order that participants may not be exploited.

d. No publicity other than that which stresses only the sport and not the individual or group competitors.

e. Only properly trained women instructors and officials in charge.

Your committee was unable in the short time available to prepare further recommendations for presentation at this meeting or for the proper elaboration of these here presented, but among other matters which they desire to emphasize and for which they wish further time are:

1. The undesirability of traveling away from the home town or community to take part in competitions, especially in the case of girls below adult age.

2. The necessity of limiting the number of games.

3. Desirability of working out some type of meet which

a. Is an incident of the general program of athletics for all.

b. Is a logical combination of a season's program.

c. Is not confined to one type or activity.

4. The desirability of working out a program of activities in which the competing unit is a group and not an individual.

Finally, the committee does not wish it to be inferred from these recommendations that it is advocating or attempting to promote a policy of inter-institutional games.

Respectfully submitted,
Elizabeth Burchenal, Chairman,
2790 Broadway, New York, N. Y.
Margaret Burns
Margaret McKee
Leslie Sawtelle

A Significant Stock Taking

The conferences at Washington and Springfield are significant as marking the creating of a new spirit of responsibility on the part of the women who are trained in physical education and who are leaders of the physical activities of the girls and women of the country. Much constructive action may be expected as a result of the studies of these groups and from the standards and programs which, after careful experimentation, they will set up.

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Book Reviews

BOOK LIST—BOOKS 1922 issued by the American Library Association, Chicago, Ill. Price, $.25

This helpful Book List contains a list of general literature, with descriptive material regarding each book; fiction, children's books and technical books. The selection is based on the recommendations from more than fifty of the leading libraries.

GRADED LIST OF STORIES TO TELL OR TO READ ALOUD. Compiled by Harriett E. Hasslor and Harry E. Stock. Issued by the American Library Association, Chicago

Teachers, librarians, playground workers and parents will find this list valuable. Stories are classified according to grades and brief descriptive material is given regarding each book. In addition to the story list, the booklet contains a reading list on children's literature for parents and teachers, a section entitled "For the Storyteller," and a story hour cycle.

THE HONESTY BOOK. Prepared and published by the National Honesty bureau, 115 Broadway, New York

Not the remote and unchildlike examples of Benjamin Franklin and Peter Cooper but a very modern office boy, a young man of today seeking a bond and other present day business practices furnish the basis for precept and example to drive home the Commandment, "Thou shalt not steal." Whether this frontal attack may produce more actual honesty than the older more indirect moral teaching remains to be seen, but here is a pioneer volume which provides crisp, pointed stories and a method which has been tried in numerous schools.

THE PRACTICE OF ORGANIZED PLAY. By Wilbur P. Bowen, M. S., and Elmer D. Mitchell, A. M. Published by A. S. Barnes & Co.

The classifications under which games and contests are grouped and discussed in this very practical book will make it of value not only as the textbook for which it is primarily designed but as a guide for teachers, coaches, athletic directors and playground workers. In addition to the games of various types which are described, there is a chapter on physical tests in which have been brought together a large number of the tests and standards in operation. A chapter on play for special occasions gives suggestions for social games, storytelling, and other special features. A splendid bibliography is given.

THE PROBLEM OF THE WORKING BOY. By William McCormick. Published by Fleming H. Revell Company. Price, $1.25

That William McCormick understood and loved boys no one can doubt who reads this delightfully written book. It is the confession of faith of a man who devoted his life to seeing to it that boys were given a square deal. The Olivet Clubs of Reading which he founded and the results they have secured in terms of citizenship will be a lasting memorial to the life of a man who believed that "junking the boy ought to be stopped."

"The raw material of boyhood is far too precious for

the wastage of the junk pile," said Mr. McCormick. "This raw material ought to be developed into a first class citizenship, far outlying such dreams as we may have dreamed in the easy going, unimaginative days of this century's early youth."

A Training Course for Scout Leaders.

The Girl Scouts, Incorporated, announces a training school for Girl Scout leaders, camp councilors, and local directors to be held June 4-22 under the leadership of Jane Deeter Rippin, national director of Girl Scouts, Inc. The school will be held at Camp Andree Clark, Briar Cliff Manor, New York, which was given the national organization by ex-Senator William A. Clark and his wife as a memorial to their Scout daughter, Andree.

The staff of the school will include, in addition to several representatives of national headquarters, a graduate nurse, a domestic science teacher, an athletic director and instructors in nature study and wood craft.

The charge for tuition and board will be $15.00 a week. Further information may be secured from Girl Scouts, Inc., 189 Lexington Avenue, New York City.

Music for Everybody. By Marshall Bartholomew and Robert Lawrence. Published by The Abingdon Press, 150 Fifth Ave., N. Y. C. Price, $1.00

This manual of community song leadership derives authority from the practical experience of its authors. Mr. Bartholomew was in charge of the song leading department of the National Young Men's Christian Association throughout the war. Mr. Lawrence, as instructor of the Young Men's Christian Association song leaders, adapted for community singing leadership the traditional technic of the baton which has long been used by choral and orchestral conductors. Deserved credit is given to Mr. Lawrence for such systematizing of community song leadership in the Community Service handbook, "Community Music," in which his routine of song leading is described. As set forth in the present volume, Mr. Lawrence's technic is graphically portrayed by illustrations which show the significant movements of a leader when in action and by charts which sketch accurately the details of those movements. Other important chapters cover the organization of different phases of community music such as music in industry and neighborhood singing. Not the least valuable is the chapter on the construction and equipment of a "Sing Wagon" such as was used by Mr. Lawrence in his neighborhood service work on the East Side of New York City.

School and Community Field Days. Prepared by Allen G. Ireland, M. D. Published by Connecticut State Board of Education.

A very suggestive and complete little manual is this bulletin of the Connecticut State Board of Education, listed as *Physical Education and Health Bulletin No.* 1. The material is taken up under the main headings of Administration and Organization. *Organization* deals with classifications of pupils, selection of teams, arrangement of the program, and a list of events. Under *Administration* are discussed preparing for the field day, officials and the duties and conduct and scoring of events. There is a section on awards, data on the laying out of grounds and brief information on health songs and plays.

Automobile Tourist Camping Grounds. By Calvert Swing Winsborough. St. Louis, Missouri

Some very interesting facts and considerations enter into this thesis of Mr. Winsborough's which has been published in pamphlet form. The author, who is a landscape architect, has traced in his study the development and growth of the movement which he discusses under four main headings: location of camping sites; size of automobile tourist camping site; the development of the camp as it relates to drives, lot space, camp structures, entrances, lodges, fire places, water, light, drainage and planting; supervision and expense.

"The growth of automobile camps," says Mr. Winsborough, "will be even more rapid in the next five years than it has been during the past five years. The legislatures of California and Colorado have already passed bills providing money for camps along the state highways. There is also an act which provides that whenever a tract of land is sold for lumbering purposes, an area of at least five acres must be laid aside and developed into a camp."

Chip Carving. By H. W. Moore. Published by The Manual Arts Press. Peoria, Illinois. Price, $.85

So many recreation departments are encouraging toy making and other woodworking projects that Mr. Moore's book is appearing at a timely moment. The book takes the fundamentals of the primitive geometric carving of Sweden, Japan, and the South Sea Islands

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This important work represents years of patient and sympathetic research by one of the recognized experts in the lore of the North American Indian. One of its aims is to present the various Indian symbolic games, dances and songs, in such a manner that they will be found practicable for performance in Schools and Camps. To this end, careful directions are given, with helpful illustrations. The music of the various Dances and Songs is given and the translations are made in the true sense and spirit of the original.

The book will be found of value for School and Camp programs, not alone for its peculiar intrinsic interest, but to perpetuate the traditions and customs of the Indian race.

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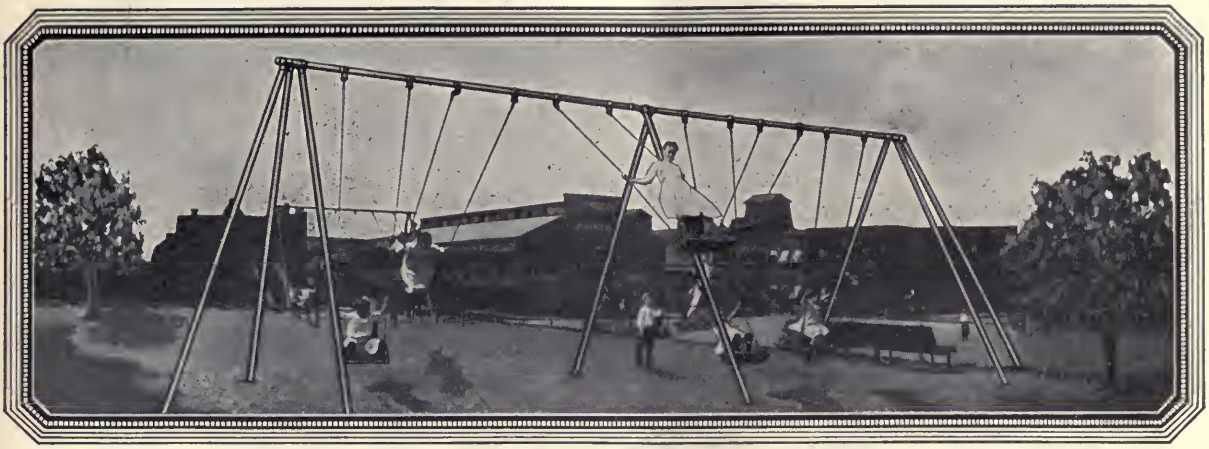
and adapts them to modern use in harmony with the modern purpose of design. Full size units of primitive design are shown, together with their adaptations to modern design. Nineteen different articles including a blotter, pin tray, paper knife and glove box are described, and designs are shown. In addition, general information is given on tools and methods of working.

Professor Sherman watching his students at the University of Illinois, reports, "What they deeply crave is the binding generalization of physiology or religion or morals which will give channel and speed to the languid diffusive drift of their lives. The suppressed desire which causes their unhappiness is the suppressed desire for a good life; for the perfection of their human possibilities. The average reflective man does not always know that this is in fact his malady, and in the blind hunger and thirst of his unenlightened nature, he reaches out eagerly for opiates and anodynes which leave him unsatisfied."

Is it true that "one game the children will really play is worth many thousand play grounds"? If there is a considerable degree of truth in this statement how should it affect the work of the recreation secretary or community organizer in any city?



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This exhibit of flowers made and arranged by children on the playgrounds under the direction of the South Parks Commission, Chicago, Ill., rivals the annual flower shows held in our larger cities where real blooms are exhibited

The Playground

Vol. XVII No. 3 JUNE, 1923

The World at Play

"Plan to Plant Another Tree"—is the name of the new regular monthly publication of the Tree Lovers' Association of America. The platform of this organization is "to urge more and intelligent planting of trees, fruit trees, berry bushes, shrubs, flowers and seeds, and to teach care after planting . . . to make America the Garden of the World." The Association enlists the organized effort of Chambers of Commerce, Women's Clubs, Kiwanis, Rotary and Lambs' Clubs, schools, lodges, churches and other agencies in the community to work until forestation in America is a reality. The beautification of home grounds and road sides, development of parks and playgrounds, and the replanting of home orchards are also included in the program of the Association. Further information regarding its activities may be secured from the Secretary, J. A. Young, 53 South La Salle Street, Aurora, Illinois.

From the City Government to the People.—The Common Council and the Mayor in the city of Detroit have issued to the people of Detroit a very interesting report entitled "Detroit's Government—a Short Story of the Services Rendered during the Year 1922 to the People of the City of Detroit by Their City Government." In it the activities of the Department of Recreation are presented at some length. The report states that the department now owns exclusively 212.75 acres of land devoted to recreation purposes. This is exclusive of park and school board property used by the department, which totals hundreds of acres. In spite of the property available, it is estimated that the city has only about fifty-five percent of the facilities it needs. One of the greatest needs, the report points out, is for more municipal golf links.

All Their Own!—Johnstown, Pa., has a paper known as the Johnstown School News which is written, edited, and printed by the pupils of the elementary schools. All sorts of subjects are discussed by the children, from trips to New York to bond issues for building bridges and repairing highways.

From 1896 to 1921.—The recreation accomplishments of twenty-five years in Pittsburgh have been traced very graphically in the report of the Bureau of Recreation recording the work of the past six years. Much history has been made since the inauguration of the work in 1896 under the Department of Education of the Civic Club of Allegheny County, of which Miss Beulah Kennard was chairman, when a school playground was conducted at a cost of $125. The report shows the growth each year up to 1921, when the city had an appropriation of $174,195.50 and recreation property valued at $1,965,680. A vast amount of interesting information is contained in this historical report which has so successfully painted the picture of Pittsburg's recreational growth.

A Full House.—Evidence of the fact that the Community House at Hoquiam, Washington is a popular recreation center was given on a recent Saturday evening when five hundred persons were taking part in activities throughout the building.

Basket Ball Is Revived by New Haven Community Service.—One of the big things accomplished by Community Service in New Haven during the past year was the organization and promotion of an Amateur Basket Ball Federation under the direction of Mr. E. L. Manning. Six leagues, with a total of 36 teams,

played 164 games throughout the season. Some 400 boys played weekly, and more than 16,000 spectators enjoyed the contest.

Mr. Manning was able to secure splendid cooperation from the Board of Education which permitted the use of basket ball courts in public school buildings. A large cup was donated by the Atlas Club, which is lending its support to the Federation.

In a recent issue of the New Haven *Register* a whole page was devoted to a review of the basket ball season with pictures of the winning teams.

When Leisure Time Is a Liability.—In an effort to prove that delinquency among boys is the result of a lack of opportunity for wholesome play, W. C. Bechtold, Director of Community Service at Monroe, Louisiana, recently made a study of the spare time activities of boys between the ages of 11 and 15. A questionnaire was submitted and 240 replies were received.

"The study showed that all of these boys spend all or part of their time after school, Saturdays and Sundays in playing. Over 80 do part time work; 136 reported skating and going to the movies and playing; 86 did not attend Sunday school or church at all and 222 reported attendance at movies totaling 657 times, or an average of 3 times.

"Over 200 boys spent $281.41 per week for candy and games, averaging $12,000 a year, not counting the admissions to movies which totalled nearly $2,000 more a year. This they say they spend because they have no place to go.

"Of the number which answered the questionnaire, only 48 are Boy Scouts or have been; 61 reported they did not want to belong to the scouts or their parents objected, while on the other hand 178 want to join some sort of boys' club to take up various activities; 38 did not want to join anything and 18 failed to answer; 96 belong to gangs and meet secretly to fight, play death games and similar activities. Only 93 or less than 40 per cent report parents playing games with them."

A Third Municipal Camp for Los Angeles.—Keeping in mind the axiom that providing for vacations is providing for efficiency, the Playground Commission of Los Angeles is now planning to add another municipal camp to its list of recreation facilities.

Ten years ago Los Angeles established its first municipal camp and a second was acquired some time later. These are in the San Bernardino Mountains and their popularity has given rise to the need for another vacation ground for Los Angeles citizens. The proposed site for the new camp is in Madera County about 340 miles from the city, a one-night trip by train or a twenty-four hour run by motor. Highways rise to elevations of over 9,000 feet on the trip to this area, so that playground officials will necessarily require health certificates before granting vacation privileges in this rugged wilderness of granite and snow, dizzy heights and primitive conditions.

Training Courses.—The Bureau of Recreation, Scranton, Pa., of which Frank Sutch is Superintendent, announces an evening course for training teachers for playground and recreation work. The classes, which will last for eight weeks, are open to all adults regardless of use be made of material presented. It is especially recommended to school teachers, Sunday School teachers, Boy or Girl Scout Leaders, and club leaders. The general public is invited.

Some of the subjects which will be taken up are paper folding and construction work, reed and raffia basketry, chair caning and hammock making, ring and song games, games of higher organization, track and field work, storytelling and playground songs.

Let Your Local Newspaper Help!—Score pads for the use of school and playground teams are printed free of charge by "The Fitchburg Sentinel" at Fitchburg, Massachusetts. The sheets are seven by nine inches and are ruled with spaces for the score of both teams. The reverse side is used for the write-up of the game. This arrangement saves time for both the playground director and the newspaper, insuring a clear and uniform report.

Do You Welcome Your New Citizens?—Community Service of Visalia and American Legion Post No. 18 have their headquarters in the municipal auditorium. Here many community gatherings are held, such as the citizenship program and party held on Washington's birthday for all the young people in

the county who will be of age in 1923. A talk by Professor Cottrell, of Stamford University, the presentation of Zona Gale's *Neighbors*, and social dancing made up the program which was held under the auspices of Community Service and the Americanization Committee of the Tulare County Women's Clubs.

A somewhat similar citizenship program was held in January in the Tulare County court on the occasion of the admission of a class of naturalized citizens in this court room. On this occasion, each man was presented with a silk flag provided by the Elks. A number of talks were given by leaders in the county. One speaker, a naturalized citizen, told what it had meant to him to become an American citizen. A Boy Scout gave the history of the flag and told of the deference which it should command. At the close of his talk, a color guard of Scouts brought in the flag and gave the salute. This was followed by the playing of the *Star Spangled Banner*, when the entire court room stood at attention. The ceremony, though simple, was exceedingly impressive.

Elmira's Historical Pageant.—Elmira, N. Y., is hard at work on a historical pageant which will serve as the city's Fourth of July celebration. For months publicity regarding the pageant has been under way. One of the means of getting out information has been through notices mailed with the gas bills sent out by the Elmira Water, Light, and Railroad Company. Fifteen thousand bills are mailed each month.

Artists Aid Memory Contests.—Suggestive examples of aid given to music memory contests by visiting artists have come from Olean, New York, and Oxnard, California. During the contest carried on by Olean Community Service an artist recital was given in the city by Maier and Pattison, the piano duetists. The visiting artists gave as an encore the Saint-Saens *Danse Macabre*, one of the memory contest selections, and their assisting soprano, Rosa Eaton, sang another of the selections, Cadman's *From the Land of the Sky Blue Water*.

Another joint recital, that of Charles Wakefield Cadman and the Princess Tsianina in Oxnard, included Cadman's *At Dawning*, one of the selections in the Oxnard contest. This was sung by Tsianina at the request of the school children. In each case it was generally acknowledged that increased interest and attendance for the recital had been created by the music memory contest.

Ex-Athletes in Parliament.—Of the 615 members of the House of Commons, 250 were once engaged in some form of amateur or professional athletics. There are former stars or even champions in track and field, rowing, fencing and football, boxing, motoring, aviation and rifle shooting. Lady Astor is very skilful in riding, hunting and skating.

Brazilian Exposition Awards Prizes to Hill Standard Company.—The Hill Standard Company, manufacturers of playground apparatus, announce that they have received grand prizes at the Brazilian Centennial Exposition. These medals were awarded for the *Fun-Ful Playground Equipment* and for the *Irish Mail* line of children's play vehicles.

More About Czecho Slovakia.—Additional information from Mr. Lewis W. Riess, who is working with the Young Men's Christian Association in Czecho-Slovakia, points to constantly growing activities along recreational lines.

"I hear," says Mr. Riess, "that the Sokols will build a combined playground and exercise field here in Prague in the Smichov section. This is a radical change from their old ways. Heretofore, they did not believe much in free play of this kind. Now as I go around the country I can see the changes. They have a marvelous field in Nymburk, a new one in Brno, and an unusually beautiful one in Kladno in which they will take a stand for the natural free play which is a part of our birthright. They are, of course, holding on to their discipline, but gradually as they see the benefits of the free style of play they are coming over. The next two or three years will see great changes in their system."

Extract from letter received from The Marchioness of Aberdeen and Temair—

"The PLAYGROUND MAGAZINE grows better and better."

"The League of Nations' objects could find no better coadjutors to realize its ideals

than if we could have your community plan carried out by all the nations. I know that some are trying to follow your example, but I think you will have to start an international campaign!"

The following letter which was recently received is of unusual interest.—"Please send me all the literature you have that you think will be of help to me to develop the following plan. Ours is a small town in the heart of an oil field where people think only of oil and money and the children have no recreation, and it is sad to see the crimes committed for lack of proper interests. I can get a nice large lot close in and I plan to make it a community play center with some one to direct the children's play and fit it with play apparatus which the children can make and have something to interest all children between the ages of four and sixteen and also get the interest of the parents aroused. I have never tried work of this sort but want to very much and would appreciate all suggestions and address of any one who could help."

Recreation Legislation in Kentucky.—The report of the Kentucky Children's Code Commission recommends "the enactment of a so-called Home Rule Recreation Act similar to that recommended by the Playground and Recreation Association of America. This bill provides that any municipality or school district may levy taxes for the support of playgrounds, community centers, public baths, and swimming pools and for the salaries of play leaders and other employees. Action may be initiated by a vote following the submission of a petition signed by not less than 10% of the number of voters voting at the last election."

A Better Place to Live In.—"This country will not be a good place for any of us to live in," said Theodore Roosevelt, "unless we make it a good place for all of us to live in." Not an applied heaven of science, statistics, and machinery, but a place filled with happier, better people.

Success must mean a lower death rate, better health, not simply less crime but more kindness, not only greater wealth but solider happiness, less of prejudice and more of understanding.—*From an advertisement for Collier's Magazine*

A Country Swimming Pool in the City

In the very heart of Chicago, within a stone's throw of big, smoky factories, is a real country swimming hole. At least it looks like a country swimming hole and it affords all the thrills of the real, sure-enough article. Needless to say, the natural atmosphere is manufactured, for the pool is located in Columbus Park. The effect, however, is most realistic.

Ruth Dean, writing for the National Municipal Review*, describes the pool as follows:

"His (the landscape architect's) first move was to shut out the noisy city, with thick belts of real country planting—not such tame garden vegetation as one sees on the average gentlemanly country place (and alas in too many parks)—lilacs and snowballs and barberry and bridal wreath—but heavy country hedgerows with a backbone of elms, maples, lindens, ash, and an undergrowth of hawthorne, crab apple, sumach, wild plum and cherry. The pool itself grew into two pools, a deep one—seven to eight feet in depth and about ninety feet in diameter, to take care of the older children and those who could dive—and a bigger, shallow pool, about four and one-half feet deep, two hundred and twenty feet long and from sixty to one hundred and thirty feet wide, for the little children. The bottom of both pools is of concrete, expansion-jointed in fifty-feet squares. The sides, also, to the coping, are of concrete, and the coping is of flat stones. This coping projects slightly above and over the gutter formed by the concrete and casts a shadow which quite conceals the gutter and to a large extent the life rail.

"Around at least two-thirds of both pools runs a stretch of varying width which is paved with flat irregular stones so that the users of the pools may sun themselves, or rest between dips.

"The pools are fed ostensibly by a little waterfall that tumbles into the deeper pool; this pool is somewhat higher than the shallow one, and empties in turn into the shallow pool. Of course the waterfall does not do all of the work of feeding the pools, but is supplemented by several supply pipes in the bottom.

"The most skillful feature of the whole scheme is the handling of the pool's borders. Ledges of rock rise sheer from the water's edge

* May, 1922.

Jay B. Nash

A Leader in the Recreation Movement.

Superintendent of Recreation, Oakland, Cal.

in places, and, after running along the water for a stretch, are carried back so as to leave room for the paved space, and then break irregularly into the surrounding grade. To make rock work so that it looks as if God had done it is no mean act of creation; for the most part, man achieves something which is all too patently a 'rockery'; but in this case, despite the handicaps due to the public character of the work and the necessity for extra precautions, Mr. Jensen has transplanted a bit of nature. He has used big flat slabs of rock brought for the purpose from a quarry in Wisconsin, and has laid them to simulate the horizontal stratification of the natural rock formation. Layer is laid on layer with puddled clay for mortar (except in the case of waterfalls, where cement mortar is used) and the joints are raked out six inches or more. Pockets of earth are left everywhere for vines and wood plants, and the illusion of naturalness is carried out by rough stepping stones from the higher to the lower levels.

"In these sunny woodland pools, a few steps from flourishing factories, the city child has a taste of the country boy's pleasures, and perhaps borrows a little grace for his soul from the pleasant ways of Nature."

Because for five years he has had charge of one of the best known systems of recreation in the country.

Because he has considered an important part of his job the training of play directors and the spreading of information on the subject of recreation.

Because he not only preaches the gospel of play but practices it, golf and fishing being his favorite sports.

Stock Taking in Oakland

Oakland, California, as well as Pittsburgh and other cities, has this year been taking stock and is checking up on its work to see how far it has progressed from its original starting point.

As a result of the stock taking, Oakland now makes the interesting announcement that its appropriation has increased from $750 in 1908-1909, to $145,000 in 1921-22, and states that in this twelve-year period the number of grounds maintained has grown from two to fifty-four.

The new charter provision which became effective in July, 1921, has meant a tremendous forward step in Oakland, transforming the department in charge of recreation from a Children's Playground Department into a Public Recreation Department, serving the needs of the entire community.

The close cooperation between the Recreation Department and the Board of Education, Jay B. Nash, Superintendent of Recreation, points out in his report, is an important factor in making the work successful. The general policy of the past few years has been for the Board of Education to take full charge of the upkeep of grounds and equipment on school playgrounds and to assume responsibility for a part of the after-school playground salaries. The Board of Education spends considerable money in the upkeep of equipment on the grounds and is employing a man to work under the Recreation Department for repairing apparatus.

During the past fiscal year, four new centers have been taken over by the Recreation Department. One of these, acquired for the purpose

of developing municipal golf links, will, in addition, provide one hundred acres which can be used for picnic and camp purposes.

In view of the ever increasing interest in the art side of the leisure time movement, it is interesting that the outstanding program in the past year in Oakland has been along the line of educational dramatics. With the use of Chabot Hall which has been given the department for certain definite periods, and of the Children's Lattice Theater at Moss Wood, a great interest has been given children's plays. Simplicity of costume and presentation has been the keynote of the program. Among the dramatic activities listed are the Christmas pageant; the Duck pageant, an annual affair in Oakland; a children's matinee at the municipal auditorium, the performance of the *Hidden Treasure of the Four Golds;* story-telling on the playgrounds; May Day celebrations; an autumn festival, and the giving of a large number of plays by dramatic groups. Over twelve thousand costumes are stored in the Moss Wood costume room. Thousands of these are used by the schools, playgrounds and many outside organizations. Requests for the use of the costumes have come from all the cities around the Bay.

On the side of industrial recreation, noontime play at the factories has gained a strong foothold. One important result of these activities has been the building of volley ball and tennis courts at the plants by a number of factory owners.

The greatest industrial event of the year was the sports carnival and dance, held at the municipal auditorium. Probably a larger number of industrial participants were brought together in this carnival than in any previous industrial event held. An admission fee of twenty-five cents was charged, the net proceeds of $664 being sent to the Citizen's Relief Committee for the unemployed.

In his recommendations for the coming year, Mr. Nash suggests among other things that experimentation be made in conducting play in vacant lots in some of the congested districts of the city and that equipment for back yard playgrounds be carried on. He also urges—and this suggestion may commend itself to a number of superintendents of recreation—that the "save-for-vacation clubs" be extended to all the centers and an intensive effort made to develop habits of thrift and to insure for the child a vacation spent under the best possible auspices.

A final suggestion, also of general interest to superintendents of recreation, is to the effect that a series of letters calling attention to the various activities of the community recreation program be mailed to mothers' clubs, employment and civic associations and other local agencies and organizations. "For it is only by calling attention of the people of the city to the things for which the department stands that the department can best serve the needs of the people."

Policeman Helps Kid's Street Game *

Officer of Law Makes Way for Sport

History does not mention the name of the boy who led his gang up Boston Common to tell the British commander that his redcoated soldiers would have to cut out their interference with the coasting paths, but that lad's spirit lives on in the frame of a small snub nosed freckled kid who inhabits William street, between Pearl and Duane streets.

This youngster and his mates have a queer game, which is played with a tin can, a blank wall and a sawed off broom stick. The game is a composite of the principles of golf, handball and one-old-cat. No one but the kids who play the game can tell what the rules are.

They were having an exciting contest when a big truck rolled round the corner and stopped directly in front of the brick wall so necessary to the sport. The driver dashed into an adjoining building, deaf to the howl sent up by the young athletes. While half a dozen of them gathered around the truck muttering threats, the small freckled person darted in the direction of Park Row. Presently he returned with a policeman, to whom he pointed out the door into which the truck driver had vanished.

Entered the policeman. Out came the grinning driver, and up to his seat he climbed. The truck heaved a couple of times, and moved twenty feet to the north. Back to his business inside went the driver. Off to his post went the smiling cop. On went the combination game of golf and handball with Freckles at the bat.

*Courtesy of New York Evening Sun.

Florida, Sanctuary of the Aged

By
Joseph Lee

Florida, I have found on a recent visit, is not as presented in our newspapers, pre-eminent chiefly as the home of the daring bathing suit, or comparative absence thereof, and the sporting ground of those who especially appreciate that form of excellence—or the excellence of form thereby revealed. Its real place and function in our national economy is as a *winter* playground for the old. It is the old man's sanctuary just as it is a sanctuary for birds. It is the place where they—I mean the old men—are free from the espionage of the young, a place where they can gambol unafraid and be as foolish as they have always felt like being if they dared. For there are in Florida hardly any natives and practically no children. And young people—that even more censorious class—are safely segregated at Miami and the like, not forming a majority even at Palm Beach and other bathing places. Palm Beach, by the way, exhibits the most decorous bathing customs and costumes that I have seen anywhere and is chiefly notable for its beautiful vistas of palms and Spanish pine and its Spanish architecture.

For the recreation of the old people, besides freedom from the tyranny of the young, there is much special and positive provision. Besides the fishing, which is made fairly practicable and convenient, and the driving in autos on most wonderful roads (provided one sticks to the main lines and does not try, as I did, the tree-climbing stunts of the Crackers' sand tracks through the forest), there is a golf course in almost every town, and a band concert in the evening, while even the public playgrounds seem provided rather for the aged visitor than for the local child, being fitted up chiefly for roque (croquet with a sawed-off mallet), quoits and shuffle-board. The active resources, it is true, are almost wholly for the men, but the women seem to be happy in seeing their husbands happy—and perhaps in finding them less fractious than at home.

And then Florida itself is a good playground. In the first place its climate is really warm and not a fake in that respect, like most others claiming that advantage, so that the visitor escapes not only the cold outdoors but the concomitant hot houses of northern or intermediate climes. Then there is a good deal of beauty, and a great deal of difference from anything that most of us have ever seen before. The whole state is in reality a sand spit standing about five inches above sea level. It may be a little more, but not enough to look safe in a sea breeze, penetrated everywhere with creeks on which you can run up inland in a launch, among palmettoes and palms and alligators (I saw one about ten feet long), and crossed by big sluggish rivers connecting large lakes with fish in them. The middle part is covered with palmettoes, pigs and whiskered yellow pine picked out with orange groves and flowering shrubs, and surrounded by a belt of boulevards, bathing beaches and hibiscus, and an inland waterway flecked with house boats containing presidents and other notables, and fringed by futurist fishes and a coral reef. The interior also produces forest fires, starved cows and rattle snakes. We found one of the last named in the road coiled up ready to spring at the forest fire which we had just put out with a shovel, and which had overtaken him.

The colors in the surrounding belt, the green and opal of the sea, the iridescent shimmer of the thousand different kinds of fish, the strange, unearthly shape and actions of the pelicans—who look like a German comic toy constructed out of weather-beaten shingles, and are as common there as English sparrows are with us—the weirdness of the mangrove trees which really do live in salt water and whose branches are roots and their roots branches, make up a total of the unexpected that is in itself a rest, creasing you in new places where you had never been folded before and taking out the wrinkles formed by your ordinary experience.

Perhaps the fishing is the weirdest experience of all. When you get into deep sea, outside the reefs off Florida, a fish doesn't count unless he weighs at least thirty pounds and really good sport begins when he reaches three figures. The tackle, instead of being a light rod held in one hand, is a short derrick, of which the fisherman forms the upright, fitted with a reel costing some $75, and provided with a series of brakes so that

when the fish runs you can restrain him with a handicap that would hold a pony, a mule, or a cart horse, according to his size. And when you get him—provided he doesn't get you first, or break your tackle—he is sure to be the most extraordinary looking thing you ever saw, having either a sail which he sticks up and furls according to his very temperamental moods, a sting in his tail which is said to be fatal, or very nearly so, teeth with which he eats horse shoes as his daily food, or some other peculiarity not always of an amiable sort.

One other point: Florida was the invention of one man, Henry M. Flagler, who saw what it was going to be and built railroads and hotels and made other provisions on barren sand spits for the grown-up children whose need he realized and whose resurrection he foresaw.

As a sanctuary for birds, Florida has already affected the bird life of the whole country, or at least of all the eastern part of it; having one place where they can really keep alive has increased their numbers everywhere. It will be the same with the human birds to whom it offers sanctuary. It will be the center from which the rejuvenation of the old will radiate. Once establish the fact that people, though over fifty, have a right to live and considerable capacity in that direction—have them find it out themselves and renew their experience every winter, returning rejuvenated, sassy and unafraid—and we shall soon have a generation of sages in this country such as for a century at least it has not seen—old men fitted to give counsel and to dream dreams to far better purpose than if they had stuck to the great American treadmill or been laid on the shelf.

Recreation for Inventors *

The biographies of inventors give abundant illustrations of the state of inward happiness which comes from the exercise of the contriving bent. Of Ericcson, for example, we read that "he was never so happy as when engaged with his drawing. . . . As a draughtsman he had no rival, past or present, and the outlines of new devices grew upon the paper as if by magic." The most entertaining instance which I have come across is in an episode of Edison's life. For many years Edison was engaged on a venture in which the magnetite ores of New Jersey were to be the basis of a great iron and steel industry. A number of new methods in engineering and metallurgy had to be worked out—crushing machinery of enormous power and novel design, huge magnets for separating the ore, concentrating apparatus, and so on. The great inventor showed here the same originality and the same extraordinary persistence as in the other enterprises more familiarly associated with his name. But the scheme, though its prosecution was accompanied by remarkable achievements in engineering, proved financially a failure The concentrated ore could not be put on the market on terms to compete with the vast supplies of rich ore from the Lake Superior districts. Edison embarked in the venture the whole of the very considerable fortune which he had secured from his previous electric inventions, and lost it all. His friend and biographer relates that after the closing of the great works and the abandonment of the entire new-built village, "Mr. Edison and I were on our way from the cement plant at New Village, New Jersey, to his home at Orange. When we arrived at Dover, New Jersey, we got a New York newspaper, and I called his attention to the quotation of that day on General Electric. Mr. Edison then asked, 'If I hadn't sold any of mine, what would it be worth today?' and after some figuring I replied, 'Over four million dollars.' When Mr. Edison is thinking seriously over a problem he is in the habit of pulling his right eyebrow, which he did now for fifteen or twenty seconds. Then his face lighted up and he said, 'Well, it's all gone, but we had a good time spending it!"

*Courtesy of The Living Age.

Playtime for Men*

By Charles Timothy Jewett, Managing Editor of the *Terre Haute Star,* Terre Haute, Indiana

The purpose of this paper is to call attention to the need of men for recereation, to suggest some playtime ideas or occupations and perhaps to enlist the cooperation of the public in a great welfare movement that will bring joy to the maturity of men and add years to the productive period of life.

"When you play, play hard; when you work, don't play at all." In theory, on first attention the foregoing declaration appears just right. It is just another way of putting the old proverb: "All work and no play, makes Jack a dull boy."

The trouble is that those who most need playtime for their physical well-being, cannot play hard. The youth can run and leap and wrestle until he strains every fibre of his body. He feels no ill effects, unless, perchance, there is a broken bone or strained tendon. Even such mishaps cause little concern. But the man whose waist line has attained goodly proportions, or whose joints creak, or whose circulatory system has settled down to routine, cannot play hard. His welfare requires recreation and playtime, but naturally of the more moderate character. If his play does more than assist in clearing off the body wastes, there is danger of tearing down the structure rather than building vim.

The world is not playing. There is no playtime schedule in the program of business. Apparently it is assumed that the business or professional man got all the play he required during his school or college days.

The unfortunate condition is that many men have reached maturity without learning how to play. Something in their youth slipped a cog. Some of them, we are prompted to believe, never were boys. It is deplorable when a boy lives his life tied to tasks that afford no time for play. This is being remedied as rapidly as possible through the recreation programs in schools and parks. Soon there will be no excuse for the youth being deprived of his playtime.

Happy is the man who grows up with his boys. He is one of the great army that contributes to the welfare of youth by supporting play and recreation enterprises. He believes in such institutions as the Boy Scouts. He may not feel able to join his boys in their strenuous games but he will go afield with them for health-giving hikes and for study of nature.

Not Tempted to Play

But what of the man who has outgrown his boys? What of the man who has no boys and whose companions are those whose most active occupation is gathering around the luncheon table? He has no playtime and there is nothing to prompt him to play. There is no institution that puts recreation before him. If he is to profit by play, he must make his own program. He may not feel the need of play. He may argue with himself that later he will take a vacation. But he does not know how to take a vacation. Such period of idleness or withdrawal from business does not do the good he requires.

Your playtime should not be determined solely for your own personal satisfaction. It should be more than individual recreation. To make it really worth while, your playtime program should include something that will inspire your associates and suggest a way for them to engage in profitable play. I have a profession. I have an office in which I devote my working hours. I write a lot of stuff. I have certain executive duties that vary the schedule of my day's activities. My profession assures my livelihood. It enables me to provide some of the conveniences and comforts of life.

I belong to several clubs and societies. Each demands certain time and effort. These serve to vary my work but do not provide playtime. Each calls for serious attention. There is relief in change of occupation. To do the most good to the community and to best achieve the purposes of the clubs and societies, I must step out of my profession when I engage in the duties to these organizations. One paper dealing with my professional duties, prepared and read before this club, would rob me of the value that comes in going afield.

I am a member of committees engaged in varied enterprises and movements. There is stimulation and inspiration in meeting with others devoted to certain causes and programs. But even the

* Paper read before the Terre Haute Literary Club of which the author is past president.

work of a committee to develop the playground facilities of a great city, and a group outlining a program to give wholesome recreation to youth becomes a task and a burden unless the way is opened to play. Discussing the needs of youth, while seated at the luncheon club or in committee, affords fine mental recreation. Sometimes the session even nears the point of physical exertion. But the play value is about on par with a game of dominos.

One of the organizations to which I belong is interested in recreation for boys. Another looks to the welfare of girls through outdoor play. None has to do with anything that might make life more agreeable for the burdened business or professional man. The best recreation and play afforded by such organizations is ducking when the waiter swings into action with the coffee pot, passing the olives, or taking a quiet snooze during a specially dry discourse.

The nearest any organization to which I belong comes to playtime, is when the song leader does stunts and orders us to stand up for certain numbers. The appeal of this organization and the real value to business men, professional men and craftsmen, is the opportunity to flex the facial muscles in smiles. Sooner or later the man who gets the habit of smiling will make himself a play program. Some day the business men, who are encouraging playtime for youth, will find themselves. Somewhere an organization will set up a program for playtime for men.

Who Will Help Men to Play?

Welfare work and movements so far have missed the men. They may organize outings, engage in ball games for charity, pitch horse shoes and get away from business long enough to attend a barbecue. But these enterprises are limited to one or two each year. They do not seriously consider the needs of men for playtime. The only thought is for an outing, and the burden of work unloaded on those willing is not sufficient compensation. Trying to crowd an entire year's play into one day is next to omitting it altogether. Men who find time to play are worth more to themselves, to their families and to the community. They are refreshed. They may devote their playtime to productive occupation. They may call it a vacation. Whatever they do for play will be a suggestion to their neighbors.

The recreation most sought by the popularly designated "tired business man" is the stage or screen entertainment. If he picks his shows for mental improvement, satisfaction of his curiosity, or just for smiles, it is good. If he goes along to please some friend, he may be compelled to sit through a depressing period and his playtime is lost.

The commonly termed vacation is not always playtime. This is true particularly when the business man goes to some of the so-called smart winter or summer resorts, according to the time of year. He comes home frequently and admits that he was bored because there was nothing doing. Perhaps it was because he had not learned how to play. He would gain more real pleasure pitching horse shoes in his back yard. It would be more profitable for him to send his employees to the summer or winter resort, then sneak away on a fishing trip or join his boys in an overnight hike.

There are a lot of business and professional men in Terre Haute who never took a vacation and who never played. Some of them have never been able to find time to walk down Wabash avenue and view the beauties of the river. Some men have not found time to play golf and thousands never find time to go to a ball game. They never knew of an old swimming hole during their boyhood days, and could not be persuaded to go into the water for a little playtime.

Explorers' clubs generally are listed among the strenuous professions. The explorer who goes out to solve the mysteries of the wilderness or to plant a flag at the North Pole, is taking on a man's job. But he who explores his own neighborhood will find happy recreation, agreeable surprises and open an opportunity for new friendships. For those who hesitate to undertake sports for play, it might be well to organize some neighborhood explorers' clubs.

Such an organization likely would interrupt the orderly process of the business man's day. It would necessitate starting home from his desk or office without concern as to street car or motor. It would do him good just to walk. If he straightens up, opens his eyes and smiles, he will see things of which he never dreamed. What he learns about his own neighborhood in this playtime will mean more than nailing a flag to the North Pole or capturing a wild monster of the jungles.

Follow Conscientiously the Play Urge

All play and playtime occupation for men need not be for mere physical exertion. Such play does not necessarily mean participation in sports but may be applied to an undertaking which occupies the time not devoted to business or profession. Cultivating the backyard garden may be made profitable as well as helpful in bringing about relaxation.

Business and professional men, outside their working hours, may turn to many occupations. They may dabble in arts or crafts. They may raise poultry or gold fish. If they undertake any definite program for hours of recreation, it may be considered playtime. They will profit in the same measure that they conscientiously follow the playtime urge.

While some men have a well-defined idea of what they wish to turn to when they have a few hours away from business or profession, the great majority needs help in deciding what to do when off the job. One of the most interesting suggestions for a combination of play and profit is in the undertaking of the Business Men's Art Club, of Chicago, which was organized two years ago.

This art club answered the question for more than a score of men and now is a permanent institution that contributes wholesome recreation and personal achievement. The appeal naturally was to men who in their youth were compeled to forego an ambition to create canvases that would preserve scenes and incidents of beauty.

Elbert G. Drew, secretary of the Illinois Bell Telephone Company, is president and moving spirit of the art club. He admits that the organization is just a start in solving the problem before men of what to do when off the job. The club is helpful to members, and besides, is an inspiration to the community. The program includes study classes from October to April under able instructors at the Art Institute. Membership is limited to men more than 30 years old. There are occasional luncheon meetings, Saturday and Sunday outdoor classes, informal sketching trips, meetings for exhibition and review or work, and group visits to the art galleries.

The members of the club are laymen. The purpose is to encourage business and professional men to take up the study of art and landscape painting in connection with outdoor excursions. The club has opened the way for men to develop talent that has been neglected during business demands on the time of the men.

The Art Club is only one suggestion for profitable playtime occupation. Not every community can enlist enough art lovers for such enterprise. However, the idea is good for other lines of study and recreation. The great value is in the association in small groups and the excursions into the big outdoors.

Directed Play for Men

There appears no reason why a program of directed playtime for men cannot be developed along the same lines that have proved helpful to boys. Scouting offers a big opportunity although naturally the man should not be required to enter the sports and athletic events in which the boys are most proficient. The business or professional man will be surprised by the number of useful things he can learn in association with Scouts. The mere attention to the constructive work in preparation for life will be a revelation to the man who did not have an opportunity to be a Scout as a boy. The man who turns to Scouting can adapt the program to suit his physical equipment. It will strengthen and revive his body and rub the cobwebs from his mental machinery. He will be keener when he turns back to tackle the problems of business.

Country clubs, with the opportunity for golf, tennis, swimming and even less strenuous sports, are providing for the needs of many business and professional men. But there are not enough country clubs. And some who are members neglect the opportunity. The craftsman, the clerk, the office worker, need playtime occupation just as much as the professional or business man or public official. More country clubs, public golf courses, municipal bathing beaches and similar equipment available for the use of a great number of men will be helpful. Men can work together with greater efficiency if they learn to play together. But their play, to be most profitable, must be directed. This is the opportunity for some organization to set up its program of playtime for men.

The Young Men's Christian Association opens classes to business men. The plan is helpful and encouraging. There is value in the association and in the direction. But only a comparatively small group can be served.

Outdoor sports and recreation appeal to men just as they do to boys. But it is not wise for

the mature man to engage in baseball, football, tennis or other games that require violent effort. However, as a patron of these sports, he will receive full value for the time and investment. At the ball game he can get all the thrills of the game, increase his lung capacity and generally speed up a sluggish circulation by just occupying his seat in the stand and rooting for the home team. The mental relaxation is wonderful. It is surprising how a man will be rested and enthused after two hours on a hard bench.

Real Play for Mature Men

Swimming probably is the best suited to all ages and conditions for any outdoor recreation. But, like golf, the opportunity is limited. Golf has added years to the productive period of life by keeping men on their feet. A pair of sturdy legs is as big an asset to the business and professional man as a mind trained to solve the intricate problems of finance, promotion, building.

Fishing is about the happiest playtime occupation possible. It is not the province of this paper to dwell on the value of this field of recreation. Boating for men has drifted into the same class as motoring since most men are willing to let another fellow operate the boat or drive the car. If a fellow will get out and paddle his own canoe he will find profit in his playtime.

Horseback riding has been crowded off the highways by the development of gasoline transportation. Shooting appeals to a small class but the programs for trapshooters and riflemen are or while.

Not many men care to go afield alone for long hikes. Yet no better playtime occupation could be suggested. The big outdoors is the best cure for the body, tired from confining business.

Most men accept the routine of family and friends. Many casually will play golf or cards or motor along well-defined routes. They even may go to shows because it appears to be the only thing left for them to do. Such play helps, but unless it holds the personal interest of the player, it has not accomplished lasting results. A man needs a playtime program that will make him eager to get away from his desk, office or shop.

The trouble is that too many men have convinced themselves that they do not have time to leave their work. They want to make money. Some of them do make a lot of money. It would be better if they had taken time to play rather than pile up fortunes for others to dissipate. Money is wonderfully handy. It pays the rent and taxes. We dole out bits for church and education and contribute sparingly to the encouragement of fine arts. Money can provide fine motor cars and equip elegant homes, but it cannot buy a tan soul deep. Money is of no value unless you spend it. It is the same with time. If you devote all waking hours to work, without spending any of it in play, you are poor.

Institutions are erected to care for broken men but no community yet has set up a program to save men from breaking. The group or organization that has the vision to make playtime opportunity for men will do much toward extending the period of usefulness of the man to his community.

What is a Boy?

He is the person who is going to carry on what you have started.

He is to sit right where you are sitting and attend to those things you think are so important when you are gone.

You may adopt all the policies you please, but how they will be carried out depends on him.

Even if you make leagues and treaties, he will have to manage them.

He is going to sit at your desk in the Senate and occupy your place on the Supreme Bench.

He will assume control of your cities, states, and nation.

He is going to move in and take over your prisons, churches, schools, universities and corporations.

All your work is going to be judged and praised or condemned by him.

Your reputation and your future are in his hands.

All your work is for him, and the fate of the nation and of humanity is in his hands.

So it might be as well to pay him some attention.

Taken from *The Boy and His Future,* published by the California Polytechnic School, San Luis Obispo, California

Fourth of July in Milwaukee

By John G. Pallange, Secretary Sane Fourth Commission

Fourteen years ago, Milwaukee instituted the Sane Fourth of July Commission because of the appalling deaths and shocking injuries to citizens and the vast destruction of property, directly attributable to the reckless manner of observing the nation's anniversary of independence.

The Commission appointed by the Mayor of Milwaukee has functioned every year since, to the great enjoyment of the half million people of this, the largest city in Wisconsin. In 1912, two years after the Commission had been operating, not a death resulted from the celebration of July Fourth, and the fire losses for the day were no greater than those of regular daily occurrence. In 1922, the chief of the Milwaukee Fire Department allowed the firemen their usual time off duty on July Fourth, the first time in the city's history of more than half a century that this privilege had been granted on this day. July Fourth in Milwaukee, he said, had come to be like any other day in an eventful year, and for this he heaped praise upon the city government for instituting the Sane Fourth Commission.

The cost to Milwaukee each year for the past six years for the Independence Day celebration has been approximately $10,000. This year, the legislature has given the city permission to spend $15,000 on its celebration. No word of protest has ever been raised against this expenditure of the taxpayers' money, but many expressions of whole-hearted approval have been heard.

The Commission supervising the celebration is made up of fifteen men and women, appointed by Mayor Hoan who has at all times cooperated with the work of the Commission. The Commission carries on its business in the Mayor's office, meeting once a month during January, February and March, and once each week thereafter until the "day we celebrate." It arranges a program for all sections of the city, providing for the various public parks. In each park, special numbers are supplied by the residents tributary to it. For instance, the Italians living in the neighborhood of Juneau Park arrange a program of native sports; the Polish residents in the vicinity of Kosciusko Park arrange dances and games adapted especially to their community. Each park has a chairman and a marshall appointed by the Commission. Neighborhood committees are organized to take over the celebration at the parks. Several parks now have permanent Sane Fourth associations which hold mid-winter social gatherings to keep the spirit of fellowship alive from year to year. All park programs must first be approved by the general Commission. This is a very important factor in the successful celebration of the day.

The Program

A collective program of the last Independence Day celebration held in ten parks of Milwaukee follows. From it may be observed the diversified entertainment provided and the method of its presentation.

The school children assemble at their respective schoolhouses and at 8:30, march to the central meeting point for their particular park for the day. At 9:00 o'clock the children march to their park, led by a large band. Each child carries a small American flag, and each school a larger national flag. Two large bands are provided for the groups of from four to eight thousand children, so that all may have the enthusiasm inspired by martial music. Many teachers march with their children, and Superintendent of Schools Potter, who is an advisory member of the general Commission and one of its untiring workers, is the happiest man in the United States on this day.

Arriving at the parks, the children are given a small and toothsome present, the city's appreciation of their patriotic march. This award of merit has consisted of candy, ice cream or pop corn. One year a celluloid button with a patriotic inscription was given the children, but it was not popular—they couldn't eat it! Last year the treat was pop corn and this year it will probably be an ice cream cone—a dainty which seemingly has been the greatest incentive to the march.

Each park committee must have a goodly band of workers to see to it that the celebration in their park is carried out in the best possible way. Serving ice cream to children requires system and organization, if the workers and children are to

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Fourth of July Fun for the Whole Town

The idea of celebrating Independence Day in a manner befitting its true significance and at the same time making it a really rollicking holiday for young and old has quickly found favor in many towns and cities. The old plan of having the grown-ups sit around in comparative idleness waiting to give first aid to the fire cracker casuals is no longer in vogue. In the up-to-date program everybody joins and it is a real community day.

The citizens of Franklin, New Hampshire, found so much to crowd into their July Fourth Community Carnival and Bazaar last year that they had to begin celebrating the day before. Festivities started with a street dance on the evening of July Third, and the holiday was appropriately ushered in at midnight with an enormous bonfire. A few hours' sleep put everybody in condition for the big day. Following a band concert at nine o'clock, a novelty athletic meet was run off at Odell Park, in which special events were scheduled for the Boy Scouts, grammar school girls and boys, and the high school boys. A baseball game between the Elks and the Knights of Columbus created a great deal of excitement. At noon the scene shifted to the Community House grounds, where a buffet lunch was served. Nearby the tempting wares of the Bazaar, the proceeds of which were for the local Community Service fund, were displayed in twenty attractive booths. After lunch the band played the overture to the afternoon's program, which included a Home Made Circus, a Doll Carriage parade, and daylight fireworks. There was dancing in the gymnasium as well. A great display of fireworks was the main event of the evening, and the dancing continued until midnight. One of the most pleasing things about the Franklin celebration was the fact that twenty-five local organizations cooperated in arranging the program.

The historical pageant has become a very popular feature of the July Fourth community celebration, and it has the advantage of affording an opportunity for everybody to take part. At Hornell, New York, it was decided that a pageant recalling some of the outstanding events in the history of Canisteo Valley would be both appropriate and interesting, and during June everybody worked hard to make it a success. The local newspapers gave large space to pageant publicity and the merchants gladly donated quantities of material for properties, one silk manufacturer agreeing to dye all the material for the pageant costumes without charge. All this splendid cooperation resulted in a very beautiful production in which a thousand persons took part. Beginning with the days when the hunters of the Seneca tribe roamed the hills hunting bear, deer, foxes and birds for their food and clothing, the episodes depicted the period of exploration by the French, Dutch and British, the Revolutionary era, the experiences of the early settlers and the Civil War period; ending with "Hornell Today." An admission fee was charged to defray part of the expense, but this was made small enough so that everybody might attend.

Last year Whiting, Indiana, held a big Independence Day Festival. The band played an important part

"From daybreak to sunset everything went off without a hitch and everybody had a big time." So the local press described the July Fourth celebration at which the city of Towanda acted as host to all of Bradford County, Pennsylvania. As in Franklin, the main event of the program was a pageant presenting scenes of local historical interest. There was also a hotly contested baseball match between the Towanda team and their friendly enemies, the nine from Pittston. In the evening a most successful festival for children and adults was held at the headquarters of the American Legion, and a community dance ended the holiday. The entire program was under the direction of Community Service of Towanda and for its benefit.

Last year's Independence Day celebration at New Iberia, Louisiana, was an occasion which will be long remembered not only in that city but in many of the neighboring communities. Festivities began at ten o'clock when a street

parade made its way to the City Park, where a patriotic ceremony was held. At noon a truly Gargantuan feast prepared by committees of citizens was served, cafeteria style, at nominal prices. The afternoon was given over to athletic contests, clay pigeon shooting and dancing. At five o'clock everybody gathered on the bank of the beautiful Bayou Teche to witness the first historical pageant presented in that vicinity. This portrayed the pioneer days of the Attapakas Indians, and the early French and Spanish settlers. A particularly effective episode was taken from Longfellow's *Evangeline,* a story dear to the hearts of all Louisianians, for it was the beautiful valley of the Teche which the Acadians chose for their second home.

Lancaster, Pennsylvania, found that there is a tremendous amount of fun to be got out of the good old-fashioned community picnic, with special events arranged by various local groups; for instance, volley ball and quoits promoted by the Boy Scouts, side shows arranged by the playground supervisors, athletic events and a tennis tournament. One popular feature was a baseball game between the Seventh Ward Juvenile team and the Playground Champions.

The immortal words of the Declaration of Independence were broadcasted by radio for the first time at Boston's July Fourth celebration last year. Mayor Curley began the official observance of the nation's birthday by raising Old Glory on Boston Common at nine o'clock, and throughout the day a large and varied municipal program was successfully presented. Athletic events on the Common, patriotic exercises in historic old Faneuil Hall, swimming and diving contests, community singing and band concerts were its main features. Fairy book characters came to life on the Common near Frog Pond when a pageant, *Child Lore of America,* was presented under the direction of the Boston Social Union, in cooperation with Community Service and the Citizens' Committee. The entire cast was made up of children ranging in age from six to fourteen. A great display of fireworks ended the evening's program.

A Slovak folk-dance staged during the Whiting, Indiana, celebration of Independence Day

Many New England cities carried out the idea of a community celebration. Ware, Massachusetts, had a program in which hundreds took part. In spite of the fact that Jupiter Pluvius interfered with the evening band concert and made necessary a postponement of the fireworks display, it cannot be said that the enthusiasm of the participants was appreciably dampened. The biggest feature was a parade made up of floats representing community groups, such as the Artisans, Knights of Columbus, Social Science Club, Odd Fellows, Nenameseck tribe (presenting historical scenes), Women's Relief Corps, textile workers, and the Ware Valley Grange. A most amusing group known as the "Horribles" was composed of people in ridiculous costumes. The prize for this division went to the local fire department which had rigged up a float showing the "Darktown Fire Brigade" with an ancient hand tub. This was used in Ware fifty-eight years ago, and had been resurrected from the fire station basement. An exhibition of hand pumping was one of the best stunts of the day.

Swampscott's July Fourth program consisted of athletic events on the playgrounds, on the beach and in the water, and an exhibition game of baseball between the two leading teams of the Twilight League. The Fourth of July Committee of the town invited the cooperation of the local Community Service organization in putting on this program. They had originally appropriated $500, but on reconsideration voted to spend $1,000 for a community celebration.

Out in Yakima, Washington, they had a big day indeed. The Commercial Club and the local Community Service planned and put on at Hippodrome Park a general program of water sports, races, band concerts, and a display of fireworks which was enjoyed by 25,000 people.

The citizens of Richmond, Indiana, did not confine their celebration to the city limits, but organized a Committee of Boosters who toured the surrounding country in motor cars and issued a general invitation to all to attend the July Fourth doings. Races, athletic events, exhibi-

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Material Available for the Fourth of July Celebrations

Bureau of Educational Dramatics

Pageants, Festivals and Ceremonials

America Yesterday and Today, by Nina B. Lamkin, may be obtained from the Drama League Bookshop, 29 West 47th Street, New York City, for $1.00, postage 6c extra. This is a very practical pageant suitable for community use, in which from 75 to 500 people can participate. There is some very simple dialogue, pantomime, dances and drills. It has pictures that will be helpful for costuming. It is essentially a pageant that will be useful to a rural community. It plays one and one-half hours.

A Hosting of Heroes, an unusual patriotic pageant by Constance D'Arcy Mackay. May be used for any patriotic celebration, but especially suitable for July the Fourth. Any number of characters may be used. Davy Crockett and his followers are there, as well as Revolutionary heroes, northern and southern color bearers from the Civil War and veterans of the World War. Pirates mingle with American Marines of the Barbary Coast Wars and Arabs and Rough Riders meet in this interesting assemblage, welded together by historical facts and traditions. Community Service, price 25c.

The Flag of the Free, by Elizabeth B. Grimball. A program consisting of tableaux, music and recitations relating to Independence Day. It also has a ceremonial in pageant form of the making of the flag. This can be obtained from Community Service, price 15c.

A Pageant of Independence Day, by Thomas Wood Stevens, can be had from the Stage Guild, 707 Railway Exchange Bldg., Chicago, Ill., price 50 cents. This pageant is of high literary standard and contains several stirring scenes. It is more adapted to city than to rural communities. From 150 to 500 can take part in it. There are full stage directions.

The Pageant of Patriots, by C. D. Mackay, from *Patriotic Plays and Pageants.* This is an outdoor pageant in which from 200 to 500 school children can be used. It deals with scenes from the youth of Pocahontas, Captain John Smith, George Washington, Daniel Boone, etc. Full directions for costuming, music and dances. Each of the pageant episodes can be used as a separate one-act play if so desired. Published by Henry Holt & Co., New York City, price $1.50 including postage.

Under the Stars and Stripes, a festival of citizenship, by Elizabeth B. Grimball. Designed for schools, neighborhood clubs, civic and other organizations. This festival is intended to bring together in closer understanding and friendship, the various nationalities and different social units of a community. The material contains lists of musical publications including singing games, folk songs and dances, national anthems and marches of more than sixty nations. Copies may be obtained from Community Service, price 25c.

A Festival of Freedom, by Elizabeth H. Hanley. A program of "Peace and Patriotism as Symbolized in Music and Light." It is a review of the nation's patriotic songs in chronological sequence and expressed by tableau, song and story. Suitable for Lincoln's Birthday, Washington's Birthday or Fourth of July. Community Service, 10c.

Plays

The Doll That Saved an Army, by Edyth M. Wormwood; published by Walter H. Baker & Co., 5 Hamilton Place, Boston, Mass., price 25 cents. An historical play in four scenes. Important papers are taken to General Washington's hands inside the doll of a patriotic American girl. Costumes of the Revolution. The character of George Washington is introduced as well as some very delightful comedy. Twelve boys, six girls. The play may be given by a less number by doubling. Suitable for young people between the ages of 15 and 20 years.

George Washington at the Delaware, by Percy MacKaye, published by Samuel French, 28 West 38th Street, New York City, price 50c. This Dramatic Action consisting of one act and a prologue is an excerpt from Mr. MacKaye's play, "Washington, The Man Who Made Us," which was produced at the Lyric Theatre, New York City, in March, 1920. The cast includes six men and two children, also the voices of many unseen people. The principal characters introduced are Thomas Paine, Lt. James Monroe, General Washington and Alexander Hamilton. This play would be

especially adapted to the use of high schools and colleges, or clubs having had considerable dramatic experience. Arrangements for royalties for each performance must be made with the publisher.

The Man without a Country. Dramatization of Edward Hale's famous story by Elizabeth McFadden and Agnes Crimmons. Three acts with three scenes. Fifteen male characters. Published by Samuel French, 28 West 38th Street, New York City, price 30c.

Nathan Hale, by Clyde Fitch. A play in four acts. Costumes of the 18th Century. Four interiors and two exteriors. Parts range from broad farce to tragedy. Fifteen male and four female characters. Obtained from Samuel French, price 60c. Royalty.

Washington's First Defeat, by Charles Nirdlinger, published by Samuel French, 28 West 38th Street, New York City, price 30c. This is a gay little comedy in one act, dealing with a first love affair of Washington's. A simple interior scene, colonial setting and costumes. Two females and one male. A few of the lines may have to be cut, but in the main the dialogue moves quickly and sparklingly.

Recitations and Drills

Independence Day, by Robert Haven Schauffler, published by Moffat, Yard and Company, 31 Union Square, W., New York City, price $2.50, is a collection of the best prose and verse relative to the Fourth of July.

Patriotic Pieces from the Great War, compiled by Edna D. Jones. Published by the Penn Publishing Co., 925 Filbert St., Philadelphia, Pa., price 40c. This volume contains a splendid compilation of World War poems.

Successful Entertainments, Penn Publishing Co., 925 Filbert St., Philadelphia, Pa., price 40c. Contains Panoramic Dialogues and scenes of the Revolution and other appropriate recitations.

Flag Drills, of various types may be obtained from E. S. Werner & Co., 11 East 14th St., New York City. Catalog supplied upon request.

Patriotic Drills and Exercises may be obtained from Eldridge Entertainment House, 944 Logan St., S., Denver, Colo. Catalog supplied upon request.

Music

Suggestions for Community Singing

Leaflet of *Community Songs* (words only) may be obtained at cost from Community Service, New York City

One Hundred and One Best Songs, the Cable Company, 1100 Cable Bldg., Chicago, Ill. 10c per copy or $7.00 per hundred

Twice Fifty-five Community Songs, C. C. Birchard & Co., 221 Columbus Avenue, Boston, Mass., price 15c per copy or $13.50 per hundred

A Suggested Program for a Small Orchestra

Hail, America!—March ..George Drum, $1.50
American Patrol .....F. W. Measham, $1.05
America—Overture or National Melody ..
T. M. Tobani, $1.35
The Evolution of Dixie ....M. L. Lake, $1.65
Sunny South—Selection of southern plantation songs .....J. B. Lampe, $1.50
Stars and Stripes Forever—March Sousa, .75
Star Spangled Banner—Authentic Edition .40
(The selections suggested may be obtained from G. Schirmer, 3 East 43rd St., New York City. In ordering request orchestral arrangement.)

Additional Suggestions

Since the introduction of the "Safe and Sane Fourth" many organizations and manufacturers have developed ideas to meet this need.

The Service Bureau of the Denison Manufacturing Company is prepared to furnish suggestions for children's Block Parties and Picnics. They also have suggestions for posters and signs and illustrated ideas for floats, parade costumes and similar features. Catalog will be sent upon request. New York address—5th Avenue and 26th Street.

For information concerning sham battles, interesting flag novelties, write Pain's Fireworks Co., 18 Park Place, New York City. Catalog will be sent upon request.

The Playground Periscope

By Josephine Blackstock

Superintendent of Playgrounds

Oak Park, Illinois

As a nation we are given to superlatives; we must have the biggest, the best, the newest, the most novel. It was probably affected with this virus, that we set out, undeterred by Solomon's prognosis about the pursuit of anything new under the sun, to attain some such objective in our playgrounds program. Perhaps we were urged on by the fact that Oak Park, Illinois, is what it is; a close neighbor of Chicago, with easy access to her educational advantages, a village of 41,000 people, noted for its schools, its churches, the social life it affords its young people, a community with a consequent, and probably inevitable, tendency to take its opportunities rather for granted.

And so *The Playground Periscope,* a newspaper dedicated to the interests of the Oak Park playgrounds, came into existence. This is a little periodical, with two missions in life; one that of affording a medium through which the various activities of the playgrounds may reach the children; and the other, a vehicle of publicity for the general public. Publicity today is the *sine qua non* of every enterprise, whether commercial, artistic or civic; an organ, however, in the body politic that only recent times have accorded due recognition. Publicity today is as much a profession as is medicine or law, a psychological study of the motives and instincts that govern man's conduct with a subsequent sagacious titillation of these same mental chords. Angell puts it: "The will to do a thing is nothing more or less than the matter of attention. Pure attention results in decision." The recreation worker who sets out to accomplish results in publicity must avoid negative suggestions, must make his statements brief, to the point, if possible with the punch of the novel, must be positive in his stand.

The *Periscope* is published weekly during the summer and bi-monthly throughout the rest of the season in one of the local weekly periodicals; it usually occupies a page, the equivalent of three columns of space. It in no way interferes with articles on our playgrounds program published in the other community paper. The *Periscope's* primary object is to reflect in simple phraseology the interests of the playgrounds for the benefit of the girls and boys; it is nothing more or less than a glorified bulletin of playground activities. It does not preach; it does not use three-syllable words; its educational capsules are judiciously sugar-coated. We use its columns for announcements of our baseball, football and basketball leagues; our various inter-playground festivals and track meets; our ukulele class; our story hours and dramatic activities. Occasionally we ask one of the children to write a brief editorial on some problem connected with the playgrounds. The boys like to tell the fellows why the football team lacks "pep"; the girls are fond of talking about good sportsmanship. Our detailed reports of all the playground activities are published in the *Periscope* and often there are pictures to enliven matters. The little paper has travelled as far as China where an American missionary worker is using it in recreation work in a large city in the southern section of the country.

When the playground newspaper was first launched, we appointed editors among the children. There were the sports, social, dramatic and games editors, as well as the reporters. A trip was made to a local newspaper plant to learn something about the mechanics of make-up and printing. We never scorn notices of somebody's birthday party or vacation trip, because human beings, whether six or sixty, are fond of seeing their names in print, and editors have a consequent weakness for such lists. Of course the work of the *Periscope* devolves largely upon the editor-in-chief, but the play directors are asked to bring every week to the staff meetings suggestions for its columns, and this cooperation is valuable; while a ten minutes' talk with the children on the playgrounds usually brings to light enough news items to fill a column.

* Paper given at Publicity Section Meeting, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922

The *Periscope* is cut out and pasted up on the playground bulletin boards, so that every child may feel that he owns it. The *Periscope,* we feel, is just as much a part of the playground equipment as are the swings or gym set; we aim through it to inculcate in the girls and boys the first principles of journalism, just as we do the fundamentals of good sportsmanship on the play field. If we tell the members of the winning indoors team that their names will appear in next week's *Periscope,* with a detailed account of the thrilling championship game, they are immediately on tip-toe with expectancy and only too ready to furnish names and necessary data. If we take our junior leaders into our confidence and assure them that the minutes of their next meeting with their play director will be reported in the *Periscope,* we have immediately created a ready-made and ardent reading public. If we tell the mother of the small girl who danced at the festival or the boy who won most of the events in his class at the track meet that their stories are to appear in the *Periscope* we have automatically widened our horizon.

We do not believe that it is essential to possess special training in journalism to make a similar newspaper a part of any playground program, though the editor of the *Periscope* did happen to have this advantage. Never attempt to preach, to "editorialize," to use fine writing. What the editor wants and what he will be only too eager to publish in his periodical, is news, pure and simple. Let him, if you are a novice in publicity, add the flourishes. If you are earnest in your purpose you can train yourself to acquire a "nose for news" which is after all nothing more than concentrated observation. Broadly speaking, it is the unusual that makes news. For instance, we had a twelve-year-old girl who every Saturday collected five or six babies, bundled them into go-carts with the aid of a friend and took them all over to the playground where she entertained them happily while their mothers did their housework; the consequence was a special Saturday morning play hour adapted to the babies. Or again, we had four dogs who could all go down the slides, climb the ladders, sit on the swings and ride the merry-go-round; an account of their feats made a feature story; while a story of the small boy from one of the playgrounds who won the freckle contest in Chicago, possessing eight thousand freckles all his own, was a great "scoop" for the *Periscope.*

Last summer we used the columns of the *Periscope* to launch two of the most novel of our playground events, the Better Playgrounds Contest, and the Cork County Fair. Recently in Chicago a group of Boy Scouts were allowed for the space of half an hour to fill the positions of mayor, police and fire chiefs and other executive "jobs." This was an astute appeal to the desire inherent in every boy to "show 'em how." What normal child is there who has never dreamed of what he would do "if he were king"? We conceived the idea of figuratively stepping aside and allowing our children to run the playgrounds, or in other words to tell us exactly what they thought of them. The contest called for five suggestions for the improvement of the playgrounds and prizes were awarded the winners. We made little talks to the children on the aims of this contest, telling them that it was not merely a request for a list of new pieces of apparatus, but for constructive suggestions for the improvement of the playgrounds, for a closer cooperation between directors and children, a larger attendance, a furtherance of good sportsmanship. The results exceeded our expectations; they proved that the children had an awakened sense of their responsibility as junior citizens, that they possessed trained perceptions—in a word that we had realized one great objective of our publicity campaign; the girls and boys were talking about the playgrounds. Our *Periscope,* as someone phrased the publicity professions, was becoming "a Boswell to many Johnsons."

The suggestions were on the whole practical; so much so that we immediately carried a number of them into effect. Among the prize winning lists were suggestions that: a committee of children be appointed by the director to take care of stunts on certain days; every child endeavors to interest his parents in the playground events; the junior leaders committee decide upon games; special ceremonies accompany the raising and lowering of the flag; special benches for the mothers be placed where they might watch the games; girls using the apparatus wear bloomers. We hope to make this contest an annual event.

As far as the naming of our Cork County Fair was concerned, probably greater issues have rested upon slighter foundations; once a kingdom is said to have fallen because a lady suffered

from a migraine. At any rate the Cook County Fair was in session at the time, and in addition we happened to have on stock a dozen packages of green crepe paper salvaged from a spring festival. So we dubbed our event, the Cork County Fair. As far as a minimum of work and a maximum of results were concerned, it was probably the most successful affair the playgrounds ever undertook. The one and only time-honored institution missing was the pink lemonade and peanut stand, but since the price of admittance to the grounds was one pin, these gustatory joys were inevitably banned. Everybody, everything, was there. The Siamese twins defied science and surmise; the fat lady waddled the classic cake walk; the fortune teller knew everything there was to know about the future and then some more; the greatest freak on earth hoaxed 'em all; the photo gallery drew a line a quarter of a mile long; while the live stock exhibit, behind an honest-to-goodness corral, possessed such potent attractions as a parakeet, roosters, a turtle, rabbits and nine dogs. The members of the clowns' kitchenette band had evidently robbed their loving homes of their every dishpan and kettle; the ukulele girls contributed popular airs; two Hicks from Wattsville gave a recitation; while the finale consisted of a patriotic pantomime by children from our junior playgrounds. The fair was held on the largest playground, and we utilized our wading pool dressing tents to house the side shows.

The *Periscope* has weathered more than twelve months of existence, and is still going full steam ahead. Though we are willing to wager dollars to doughnuts that at present no other playground system in the country has a similar periodical, we are not monopolists, and hope that if this publicity idea commends itself to any recreation workers here they will feel free to call on us for any help we may be able to give in launching another *Periscope* upon the choppy seas of publicity.

The discussion on recreation publicity which followed Miss Blackstock's paper brought out the following point:

The publicity man's job is to act as a buffer between the over-enthusiastic worker on the one hand and the somewhat apathetic newspaper man on the other.

In most cases, the editor feels that his paper is a community organ and in spite of the fact that people feel that papers are largely controlled by their advertisers, the sense of responsibility to public interests is not lost. The editor will often give space to matter that he himself entirely disapproves of.

Don't stress the paper's help, but rather take it for granted that the benefit is on both sides. The newspapers need and want the material you have for them.

The sporting editor and recreation director should get together. The *Seattle Times,* for instance, promotes contests on the playgrounds. Some daily papers have a column devoted each day to leisure time activities.

The city editor is glad to come and talk to groups as to how the paper wants material handled. He should be made more of. He is often a neglected person.

In preparing material for the press, be brief, practical and humorous, if possible, and provide good photographs, which are always an effective means of publicity.

Personal contacts are the best sort of publicity. A list of people who should be reached should be kept.

Articles in national magazines are a good thing. Home papers will often copy them. In Oak Park, Illinois, and in Johnstown, Pennsylvania, there are children's papers which are very effective.

Warden Lewis E. Lawes, of Sing Sing Prison, in an address broadcasted over the radio has made some very telling statements about the relationship between recreation and crime and delinquency.

In commenting on the fact that three-quarters of all the offenders before the criminal courts are under the age of twenty-one, he says, "I see as the only effective way for the prevention of juvenile delinquency the wider extension of community activities, such as the establishment of more playgrounds, especially where congestion is at present the greatest; the establishment of community centers to provide opportunities for clean and wholesome recreation; the extension of the Boy Scout movement and the interest of adult organizations in the boy of today, who may be the criminal of tomorrow."

Special Features in the Recreation Program

Special features which may be introduced to vary the regular program were described at a session of the Recreation Congress, held in Atlantic City, October 9-12, 1922.

Block Play

If your city fails to make an appropriation or if juvenile delinquency is rapidly increasing and playgrounds are inadequate to meet the need, block play may be the answer, according to R. K. Hanson, Metropolitan Boys' Work Executive, Newark, N. J. Rotary Club, who described last summer's activities in his city.

The Rotary Club of Newark, N. J., has taken the lead in seeing that play space is provided even though playgrounds are not available.

A street in a section populated by Italians and colored people was set aside and circles of 100 feet in diameter were used as play units, each circle supervised by a boy or girl over 15 years of age. With the exception of one playground executive—an Italian who was used for the preliminary survey work, all the leadership was semi-volunteer. This preliminary survey included five blocks, and the section was found to be organized only to the extent of comprising a Building and Loan Association, several boys' social clubs, and one girls' club. Except for the limited social life offered by these organizations, there was no recreation development in this section. The playground executive went to these existing organizations and aroused their interest in the establishment of block playgrounds for the summer months, securing one volunteer worker from each organization. To these workers he taught the rudiments of play leadership, including volleyball and other games of similar organization. The attendance ran from 1,100 to 1,400 every night, and all ages participated, with children and parents playing together. The organization was so effective that a permanent group of five men and five women

Boys who are employed during the day, playing volley ball on one of the Newark N. J., streets which are reserved for play space

was organized as a committee to repeat the program next year, with additional developments, such as community singing, storytelling, and outdoor movies.

In a colored section, $100 was secured from the city, and the Rotary Club employed a colored executive to develop block play. The re-

Play leaders are assigned to the streets in Newark, N. J. which are reserved for play and marked out for games of various sorts

sult was startling in its immediate effect on juvenile delinquency. 146 arrests for juvenile delinquency were made in that section last year;

this year there were only 31—22 for breaking windows.

It was Mr. Hanson's opinion that blocks were not better than playgrounds but that by means of block play centers could be established near home; he felt that it would be possible to develop block play in winter as well as summer in this climate. The average cost in Newark was $100 a center, one executive being used for several centers.

Municipal Plays

R. Walter Jarvis, Superintendent of Parks and Recreation, Indianapolis, Indiana, told of an experiment in Indianapolis in running a municipal theatre. "Not a commercial enterprise but a real part of the community life, the theatre has been a success from its inception. Two casts of actors are employed under the direction of D. Carlton Guy. The plays, which are carefully chosen and represent a wide range of types, are given in large tents. Some of the plays presented have been *The Man from Home, The Gentleman from Indiana, Uncle Tom's Cabin.* Both Meredith Nicholson and Booth Tarkington contributed the royalties from their plays. All the actors are professionals, paid at professional rates, and the stage hands are union men. Each play runs about two weeks playing to from 6,000 to 8,000 every night. The season is ten weeks, and the cost of each of the two stock companies supported is about $20,000 a year, this amount being appropriated by the city and itemized as a part of the general recreation budget of $130,000. As there is no admission fee, it is an opportunity to put worth-while productions before people who could not afford to pay. Expense is not spared in the quality of the production, but a saving is made by omitting music.

Afternoon shower on the Lakeside Playground at Middletown, Ohio

Special Days on the Playground

Frank S. Marsh, Superintendent of Recreation at Middletown, Ohio, gave an account of the special days observed on the Middletown playground.

1. The annual Easter Egg Hunt. This takes place on all three playgrounds the Saturday before Easter with from 1,500 to 2,000 children participating.

2. The annual Kite Day, on which all children are gathered together on one playground.

3. Track and Field Meet held in the spring.

4. The annual May Festival with about 3,500 participants. A program of folk games and dances is presented. The Music Festival is held at the same time with a symphony orchestra of 100 and a chorus of 1,500 children from the upper grades.

5. Bunny Hollow Day. Every Saturday on the Middletown playgrounds. The Bunny hunt takes place in a 300-acre tract of land three miles outside the city, this piece of property being held by the American Rolling Mill Company for the community until the municipality can take it over. Bits of paper are scattered by the Bunny, and the trail is thus followed by the hounds.

Other special days are the Balloon Contest Day, Safety First—a traffic game—Peanut Hunt Day, and Hot Dog Day, when everybody brings frankfurters for a mammoth hot dog roast. Indian Day is one of the most interesting special days. Tepees are built and all the children wear Indian costumes. The children are divided into two tribes and a battle takes place, the object of which is to place a sticker on the forehead of the victim.

Special Days in Paterson

Paterson has the following special days, according to Dr. L. R. Burnett, Superintendent of Recreation:

1. On July 4, a baseball carnival was held at which 156 organized teams had a program for the

A glimpse of part of the Circus Parade on the playgrounds under the supervision of the South Parks Commission in Chicago, Ill.

entire afternoon, including the following events: batting for distance, throwing for distance, hitting and running for speed, throwing at barrel on third base, fielding through all bases for speed. In addition to the baseball carnival, a five mile road race for bicycle riders started from the City Hall, followed by a five mile road race over the same course for runners who started one minute after the bicycle race, thus utilizing the same officials and course for two distinct contests.

2. The special feature during the month of August was the swimming trip to Bear Mountain, the Interstate Palisades Park, several hundred children being taken to Bear Mountain by motor. The money for this swimming trip is raised by adult dances.

3. In September occurs "Mayor's Day" with a gathering of all the children at the large park. On this day champions are chosen in every form mentioned the interesting fact that the girls came within one point of winning the championship for the track meet.

4. In February there is an indoor exhibit of folk dancing at the Armory, when each nationality appears in costume showing the native dances. Last year, fourteen nations participated before five thousand spectators, and $1,500 was raised from admissions and given the Near East Relief.

Old Sports Revived

"On the Washington Playground," said Elizabeth Fisher of the Municipal Playground Department, Washington, D. C. "an effort is made to originate new games by asking each director to make up a game and have it played. In the course of this experiment, it was found that the so-called new games in game books are often really old games under new names."

Picnic Kits

The Cleveland Recreation Council, as reported by Harold O. Berg, Director, has secured much helpful publicity and performs a real service by planning play kits for picnics, which are loaned to fraternal organizations, church groups, and local agencies of all kinds on the condition that they will pay for the play leader who takes charge of the kit. Volleyballs, horseshoes, baseballs, and other portable equipment are packed in a bag suitable for the back of a motor car. This game kit has proved so popular and has made so many friends for the Recreation Council that three thousand dollars has been placed in next year's budget for these kits.

The playground employees in Detroit, Mich., playing baseball on their annual picnic

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Work is Discipline
Leisure is Life
Agnes Repplier.

Parks and Playgrounds

Paper by Henry V. Hubbard, Professor of Landscape Architecture, Harvard University. Member of the firm of Olmsted Brothers, Brookline, Mass.

Discussion by Lee F. Hanmer, Director of the Department of Recreation, Russell Sage Foundation, New York City.

Professor Hubbard has given us such a comprehensive picture of the several types of parks and playgrounds that it remains only for me to comment briefly upon their size, location and uses, and to emphasize the desirability of city planners and recreation administrators getting together locally on all questions of park and playground expansion and development.

Providing places for play is not just "a sweet charity" which gives children passing pleasure, as some well intending individuals have seemed to think, but it is creating the tools with which to develop boys and girls into men and women who will play the game of citizenship according to the rules and who have the physical development that makes both for healthy bodies and healthy minds.

It is most reassuring to have a city planner approach this subject from the human view point as Prof. Hubbard has done. He recognizes the importance of locating play spaces where they can be used and of adapting the size and equipment to local needs. I find myself taking a bit of exception to what he said about encouraging the citizens to give up trying to do a lot of these things for themselves and leave it to the municipality to make these provisions for them. If he means to propose that we should give up trying to have our own back yards, neighborhood tennis clubs, community houses, and get together meetings with our friends, I would disagree very strongly. I assume that he does not mean this, but rather that the community should do for the individual only those things in the way of recreation which, because of local conditions, the individual is no longer able to do for himself or to do by voluntary cooperation with his neighbors. We find our free time pleasures with our friends—we do not seek our recreation with the crowd, except on very special occasions. One of our progressive middle-western cities opened a big municipal dance hall a few years ago. It was well patronized at first while the thing was a novelty but soon the attendance fell off and those who did come broke up into small groups or cliques because they preferred to take their recreation with their friends, not with the crowd. My children play with all the other children at school recess time, but they like best after school to get a group of their special friends and play in our back yard or some other children's back yard or in a vacant lot or somewhere where they and their boon companions can be together. I find that they are not exceptional in this. It is the same urge that leads you to call up a friend in the afternoon and propose a round on the golf links after office hours, or to suggest, to Tom that he and his wife call in for a quiet game in the evening, or to go to the theatre with you.

Recreation planners should take into consideration this persistent human tendency in establishing recreation facilities and encourage all the individual effort that is possible within reasonable limits in providing for our own small group recreations. This will need to be supplemented by municipal aid in supplying what the individual cannot or probably will not provide for himself. City planning can facilitate the practical application of individual initiative. Many school boards have found that the school house evening recreation center operated entirely by the director and his staff for the use of any who wish to come does not have the appeal to the people that the center does which is organized to facilitate the evening use of the school building by neighborhood groups that have developed along lines of friendship, congeniality, or common interest. Boys and girls and men and women like to have opportunity to choose their comrades in play as well as in work.

I am glad that we have come to consider the school playground an important factor in play planning. If the schools are properly located they are where they are easily accessible to the children. That is where the playgrounds should be. A small park with an up to date school building and its playground adjoining and a public library nearby makes an attractive and practical neighborhood center. The teaching of plays and games in the school provides the children with resources for their play time which they can use to advantage in their own back yards or in vacant lots as well as on the playground. One fourth of a mile as the practical drawing radius of a playground is quite generally accepted.

* National Conference of City Planning, Springfield, Mass.—1922.

The athletic field and larger play fields will readily draw from a much larger area. They can easily be as widely distributed as are the high schools. In fact every high school should have its athletic field and should have it as a part of the school plant. There is real economy as well as practical convenience in letting the school locker rooms, baths, and toilets serve those using the playground and the athletic field instead of duplicating these facilities in expensive field houses.

Large play fields suitably located in the park areas are needed to supplement play spaces provided in connection with the schools. Here provision can be made for tennis, field hockey, bowling on the green, baseball, football, play festivals. Suitable field house accommodations are necessary in this connection. These grounds should be operated by the park department, and have as many park features as possible retained in them. Shade and rest places are essential considerations in playground planning. The nooks for quiet games and story telling are appreciated as well as the areas for intensive and vigorous play. This does not mean that the park should be turned into a play ground and its distinctive park features sacrificed and its aesthetic value destroyed. In our enthusiasm for doing away with the "keep off the grass" signs, I am sure that we have needlessly sacrificed many beautiful park spaces that were contributing to our happiness and well being quite as definitely as were the areas used for intensive play. The playground has a type of architecture of its own quite different from that of the park, and when properly applied makes the playground attractive as well as useful. It is unfortunate to attempt to merge the two to their mutual disadvantage.

May we add to Prof. Hubbard's types of play spaces, the back yards, the interior courts of tenement blocks, and the roofs of apartment houses. City planners can do much to so influence housing developments as to make possible these play spaces easily accessible to the small children and near enough to their homes to make possible a considerable amount of parental supervision. The "regional plan" and "zoning" both contribute toward this end.

The question of how play spaces are to be administered is a factor to consider in determining their size and location. The number of children in a given area does not always indicate the number that will use the playground or the number that will be on the playground at any given time. I have seen well equipped playgrounds in crowded neighborhoods practically deserted when the streets and alleys were teeming with children. The trouble was solely the lack of competent play leadership. When the children were asked why they were not on the playground, the answer usually was "nothing doing there." In one instance the only game that was in operation and which seemed to attract any interest was a group of boys dodging the caretaker who with a cudgel in his hand was chasing them off the swings when they stood up by pairs to "pump" and thus scratched the swing boards with the nails of their shoes. If a city is not prepared to provide competent supervision and play leadership for its playgrounds, it is a waste of money to provide them. Better just have plenty of open spaces. School playgrounds can be economically and effectively operated by the school board, not only during school hours, but after school, on Saturdays, and during vacations. Therefore, it is thoroughly practical to plan for a playground in connection with every school. It should be of such size as to provide approximately twenty square feet for every child enrolled in the school. The capacity of the school building determines this. Rarely will all the children be on the playground at one time; if they were more space would be needed even for the intensive use for which such playgrounds are designed. This of course does not provide for such games as baseball football.

The outdoor gymnasium with swings, gymnasium frame, basketball courts, requires from sixty to one hundred square feet per child—that is, for the maximum number using it at one time. If this playground is well conducted it is reasonable to expect about one-half of the children of the district that it is designed to serve to be using it at any normal period.

The large play field for athletics and team games requires about one acre for every one hundred persons using it at one time. These fields will easily draw from a radius of a mile or more. Its use depends to some extent upon transportation facilities, but more upon the community organization of activities. A school athletic league, an industrial athletic league, a twilight baseball league, a girls' field hockey league, a soccer football league, are all agencies that will promote the extensive use of this type of play area. It should be planned to serve adults as well as the older boys and girls.

(*Continued on page* 190)

Community-Wide Recreation*

Eva Whiting White, General Director, Community Service of Boston.

We hear a great deal about the organization of communities. Some of us are even teaching it. We sometimes forget that although it is necessary to make a great deal of method and to do all we can to pass on the best that has come from the experiences of the past, nevertheless there is not so very much that we mean by community organization after all only in so far as it is linked up with the ties of human beings. I am afraid that our profession is going to take itself too self-consciously, that it is going to think of itself too much. I should hope the recreation leader would never get a super-professional attitude. We want to keep a oneness with all kinds of activity in the community. More is expected of us than of almost any other workers, in that we are so interlinked with the community itself.

It is hard for some of us to know whether we are acceptable or not. Certain indications there are as to whether we are meeting the requirements of our position. First, I do not believe the reaction twenty-four hours after going into a town means anything at all. Breeziness may be the thing we do not want. There is such a thing as having repose in our work and waiting for the community to give evidence of whether we are heading right or not. Some of the evidences are these: We go into the community as strangers. We are being judged not on our technique but on our quality as man or woman, and unless the community begins to invite us into its own activities we may be pretty sure we are not succeeding. If we are not taken into the counsels of the community we are not succeeding. If the mayor gives a luncheon and does not send us an invitation, or if the chairman of the Board of Aldermen is asking advice of everybody on earth but not of us, we are not making a place in the community. If we are doing the thing as it ought to be done that particular relationship will in the end develop. If we are doing camp work and do not find that all the organizations in the community want to start camps too we are not succeeding.

There are lodges and clubs in the community, and lodge life is a very intimate and vital thing. I have asked social worker after social worker within the last two years how much they knew of lodge life, and I have found very few social workers who have had any contact whatever with the naturally organized life of the people on this basis. The men have ladies' nights, and the women of the auxiliaries have gentlemen's nights. If we are left out of those invitations we are not making the contact with the neighborhood that should be made by the recreation leader. I am not at all trying to present the recreation leader in the light of too great a central feature, nevertheless this particular program we are interested in has a certain kind of idealism attached to it. It is natural for us to personify others' ideals. They are not asking you nor me—they are asking us because we stand for a particular kind of thing in which they believe,—the invitation means that they believe we are doing the thing for which we stand.

This program of ours has the thing in it for doctor, lawyer, merchant, chief. If we do not lower our ideals and standards, but stand for a great faith in human beings, and believe in the leisure life and all for which it stands, I believe we shall get community evidences of our acceptance, and encouragement, which means so much to all of us.

* Summary of address given at the General Meeting on Community Recreation—The Recreation Worker and the Community—Their Joint Responsibility, Ninth Recreation Congress, Atlantic City, N. J., October 9-12, 1922.

Community Recreation*

Frank Sutch

Superintendent of Recreation, Scranton, Pennsylvania

Along with the complex organization of society, as we have it today, we also have a new profession, that of providing for the leisure time, the recreation time, of the people in this society. We are aiming to provide wholesome activities for all of the leisure time of all of our people. If we are functioning properly and meeting our responsibility as it exists then we are functioning for all ages and for all seasons, for the day and evening. To have some recreation work provided for a group of children for two

months in the summer is not meeting our responsibility. School boards have been criticised for having expensive plants which have been operating only for the short space of five hours for five days of the week for a part of the year. That criticism has been broadcast, and school boards have listened to it and realized the wastefulness of their former policy and have responded by going into night schools and community service—in other words, they are now using the school plants as centers for cultural and social affairs of the people. We have seen a transformation before our own eyes. In meeting our responsibility we must expand, and have a vision before us to try to realize. As we expand in our activities we must go beyond games and provide all kinds of work and training, go into the arts and literature and culture and education. We must be careful that our program includes all ages and have work for the very young children, and in such types as public welfare work, and kindergarten work we might properly have open air summer kindergartens. We could have boys' and girls' scouting, we could have gymnasiums, dances, holiday celebrations, and we might even have an historical society for which one requirement for membership would be living in the community fifty years. We should have a variety of activities for a variety of ages. Our program should be broad enough to cover the span of time. We should have recreation work not limited to two months, but for all the year, with its different seasons, even for the different hours of the day. We have business people who should be got out in the morning to play tennis before going to their offices, and from these early morning hours we should go on through the whole day in our program until the evening with its community dances, and classes of various sorts.

Older people are active just as children are active. Their activity does not cease because wholesome recreations for the evening are not provided for. Unfortunately, activities do not always follow in wholesome channels, and are anything but desirable if we do not watch to keep them wholesome. The activity of the people will go on and it is our pleasure, privilege and opportunity to see that good channels are provided.

Let us return to our own communities and press on with greater vigor than ever to meet our responsibilities—for "there is a great divine event to which all creation moves."

The Municipal Recreational Organizer's Responsibility to the Community*

Adele J. Minahan
Supervisor Recreation Department, Columbia, South Carolina

We are all familiar with the old story of a man with an axe to grind. A municipal recreation system should have no axe to grind, but should be the big grind-stone where all activities, whether under the auspices of the church, school, commercial enterprises, or individuals, may come and grind their axes by consultation, and receive true cooperation and actual assistance. The Recreation Department should function for the good of every citizen, as do our Fire Department, Board of Health, Water Supply Department, and all other municipal departments, for we are responsible for the leisure time of the people of our city,—men, women and children. The recreation of children is one problem, and it is a big one, but the recreation of the adolescent must be met, and a program of adult recreation must be worked out. All must be connected and woven into a social organization.

How is this to be accomplished? By recognizing the fact that we have individuals to consider, and that we must take the people as they are—not as we hope to have them. The chief answer to this question was written when human nature was formed—at least that part of human nature that lives under the Stars and Stripes—and that answer consists chiefly of these words: "Personal Liberty."

We can enact laws by the dozen and they will never be enforced until public sentiment is educated and aroused to the value of the same. We are now in the era of the New Day; with the legislation of the hours for work and the invention of labor saving devices we have several marginal hours each day of leisure. How this leisure is to be utilized—whether as an asset or liability—is the question with which we are mostly concerned. We must recognize this fact that we are living in a new period of unparalleled commercialized amusement. According to statistics the United States is a "commercialized amusement nation." The motion picture enterprise is the fifth largest industry in the

* Address given at the Recreation Congress, Atlantic City, N. J., October 9-12, 1922

country from the standpoint of financial investment, and if we take into account the theatres, dance halls, pool rooms, cabarets, pleasure parks and baseball parks, the conclusion must be that commercialized amusement is the first and greatest industry in America greater than fuel, ore or wheat. It is an astonishing fact that more billions are invested by business men as a business investment in commercialized amusements to take care—not of the working day or the home life, but the hours of freedom, the leisure of the people—than in any other way.

Recognizing this fact, it behooves us to create public sentiment for the better things in commercialized recreation, not forgetting the fact that the management will give the public what they want if the demand is made for it and is reflected in the box office receipts. Signally it is our duty to compete with commercialized recreation in creating the desire for the wholesome things of life and developing a nation of participators instead of spectators. We, as community organizers, should aim to make every one a participator during the leisure hours in community and neighborhood life; to register everybody actively in community life as a participator in neighborhood associations, education, athletics, "sings," pageants, social gatherings, celebrations of specific holidays, and civic work in general.

From the experience of many workers in different parts of our country, the big problem that confronts many recreation systems, boards, and city fathers is that of policy. Valuable time, money and effort have been spent in deciding if this phase of recreational work is under our jurisdiction—or if we promote this activity, will it meet with the approval of Mr. X or Mrs. Z? We so very often confuse the issue instead of creating public sentiment for the project which the community needs and definitely developing the same, never dealing with personalities or trivials, but giving every organization due consideration. As someone has said, this is the age of compiling statistics. Everybody is busily engaged in this work, and there have been many community wars started by an organization reporting an activity that was inaugurated by another agency. Therefore, the most essential point to accomplish is creating the right attitude of the community towards their municipal recreation department. The recreation department should promote recreation whenever and wherever the need is felt, and not confine its activities to the plots of ground termed the play ground or recreation centers, but it should function as the city water supply, having pipes into every home, club and organization in the community. Then, when assistance is needed, the taps may be turned and a generous supply of cooperation received. We, as community organizers, must be very careful never to turn the tap and intrude upon any organization; in other words, we should wait, as the fire department does, for the signal.

We should all accept our full responsibility. It is a service, and "service is the supreme commitment of life." Ours is a service which needs the best from all, and I have great faith in its fulfilment.

"I should like to read to you," Sir James Barrie says, "some passages of a letter from a man of another calling which, I think, will hearten you. I have the little filmy sheets here, I thought you might like to see the actual letter; it has been a long journey; it has been to the South Pole. It is a letter to me from Captain Scott of the Antartic, and was written in the tent you know of where it was found long afterwards with his body and those of some other very gallant gentlemen, his comrades. The writing is in pencil, still quite clear, though toward the end some of the words trail away as into the great silence that was waiting for them. It begins: 'We are pegging out in a very comfortless spot. Hoping this letter may be found and sent to you, I write you a word of farewell. I want you to think well of me and my end.' (After some private instructions, too intimate to read, he goes on): 'Goodbye—I am not at all afraid of the end, but sad to miss many a simple pleasure which I had planned for the future in our long marches—We are in a desperate state—feet frozen, no fuel, and a long way from food, but it would do your heart good to be in our tent, to hear our songs and our cheery conversation—! Later (it is here that the words become difficult)' 'We are very near the end—We did intend to finish ourselves when things proved like this, but we decided to die naturally without.'

"I think it may uplift you all to stand for a moment by that tent and listen, as he says, to their songs and cheery conversation."

In an address on *Courage* delivered at St. Andrews University, published by Charles Scribner and Sons.

A Sudden Plunge

V. P. Randall

Three hundred men and women, drawn from a number of European countries, had gathered in a public school which served at night as a Community Service recreation center. Once a week these men who toiled hard at monotonous tasks in cheerless factories, and these women who struggled with the domestic problems which perplex those transplanted from the agricultural districts of the old country to the industrial centers of the new, met for a "neighborhood mixer," the big bright spot of an otherwise drab week.

Singing, games from the home land and new ones they had learned here, some numbers by amateur talent eager to make a contribution of their art, illustrated talks and educational features by speakers sent from the Community Service office, dancing and refreshments usually made up the programs.

Community singing was the first feature for this evening but the amateur song leader who was to serve that night, in addition to being a little self-conscious at being thus placed in a position of prominence before his neighbors, was evidently worried. "The lady what was to play the piano," he announced after an apologetic cough, "she is gone and don't play. Don't some of you people play?" No answer. After looking about the room he ventured the announcement in Swedish, his native tongue. But still no response. "Say it in Polish," he whispered to a friend in the front row but, although the friend did as requested, no player appeared.

The leader was about to give up in despair when a little man, somewhat after the manner of a tug boat towing a large ship, came from the rear of the room leading a young man rather above the average in height. The young man, it might be added, appeared somewhat abashed at finding himself a target for so many eyes.

"My friend," announced the small man in a hoarse stage whisper to the troubled leader, "he arrive New York from Belgium three day ago and he get here on train today (it was a two days' journey from New York). He don't speak the English but he play the piano in old country. You speak me, I speak him, and he play."

And so it was that a young man who had arrived in the steerage from Belgium but three days before played the piano, an earnest little man whose native land was France interpreted, a man from Sweden served as leader, and three hundred men and women from all over Europe sang with all their might—sang *America, America the Beautiful* and other patriotic and folk songs of their new home land. And these people, the city in which they lived, and the industrial life of which they were a part were the better for it.

But what of the thousands of others who, homesick and troubled in a strange land, and craving for something that will compensate for the dull grind of industrial life in a machine age, are not reached by any plan of constructive recreation?

Pictorial Art Fostered by Music Memory Contest

How closely the various arts interweave within the recreation movement is shown by the development of pictorial expression that grows out of the music memory contest. In various cities where these contests have been held, an added feature has been a competition in which a prize was given for the most attractive scrapbook based upon the publicity and other memorabilia of the contest. This secondary competition has developed not only artistic taste in the choice and arrangement of scrapbook materials but in many cases downright pictorial art.

In this season's contest conducted by Seattle Community Service, a scrapbook de luxe was compiled by Mac Harshberger, an art student at the University of Washington. The book had a blue and white cover of tied-and-dyed cloth, and each page was decorated with a water color sketch appropriate to the musical composition chosen for that day. For instance, the head of an Indian playing the lute illustrated Cadman's *From the Land of the Sky-Blue Water.* An Egyptian dancer accompanied the Triumphal March from *Aida.* Sousa's *Star and Stripes Forever* was represented by an American flag. *O for the Wings of a Dove* by Mendelssohn called forth a sketch of a dove cote.

Prizes for such scrapbooks are sometimes graded in different classes according to the age of the individual. In addition, there are prizes for scrapbooks made by groups.

Social Side of Play

A meeting held on the subject of the social side of play, at the Ninth Recreation Congress, Atlantic City, New Jersey, October 9-12, 1922, brought out a number of practical suggestions regarding the conducting of social recreation. William A. Stecher, Director of Physical Education, Board of Education of Philadelphia, in opening the meeting said:

"My own ideas have changed greatly with the development of the play movement. Looking back over a period of years I remember visiting Boston in 1884 where I saw the Boston Common Playground. I went home to Cincinnati and tried to get the mayor to understand what I had seen, but the city official failed completely to comprehend my enthusiasm. I visited Boston again and again, was stimulated by the playgrounds and again returned to my own city and tried to interest the Mayor and others. Later, I visited Harvard in 1891 and saw their splendid gymnasium and again I had a new and broader idea about the significance of play. At that time the significance of the play movement was almost purely physical. The aim of general education is now recognized by educators to be a social one. Outlet for play impulses must be furnished, through which these impulses can be controlled and guided. The result of such training from the right motive gives by-products in health and resourcefulness and individual adjustment. This is the new aim. The social value of play must be and is being stressed. Some do not realize these developments in play and are still working from the old basis of formal gymnastics. This, we hope, may be confined to those in few localities—for the value today is now generally sensed as social."

Mr. Smergalski, Superintendent of Recreation, West Chicago Park Commission, gave a number of suggestions regarding the approach which should be made in teaching foreigners how to play games. For a long time, Mr. Smergalski felt that a Community Council composed of people representing various professions would be a good thing in Chicago. This representative body could work up programs to fit the need of all. There were seventeen different nationalities involved. This plan was tried out, was perfected, and programs were arranged, but the social spirit was lacking. The reason was because it was undemocratic to get together a group of so-called representative people chosen by the officials. Secondly, he found that the group inherited all the prejudices which had accrued from labor difficulties; prejudice of priest, labor leader and all other factors was remembered and therefore the spirit was lacking. He felt it necessary to be careful lest the games might not fit the nationalities. For example, the Slav might know how to drive a horse, but to shape a horse on a slate was not his accomplishment. An Italian could do that and get joy out of it. But the Slav liked games where he didn't have to act. Mr. Smergalski felt that the thing to do in promoting games of social value was to have groups where acquaintances had been perfected outside the walls. Finally, one or two of their leaders were induced to introduce single games into the musical program. Because the bunch was "homogeneous," the same game fitted the temperament of all. But games suited to Bohemians, he stated, would not fit the Lithuanians, who love to be active. In order to get the most joy, the games should be chosen by the people themselves. Social dancing stimulates interest in games. Mr. Smergalski suggested that by starting with the piano and letting the people dance first, a proper mood was created. Then the games should be started. Their gymnasium was used for the purposes of educating the people in the American games, which had been so popular on West Side Playgrounds. The motion picture entertainment was used to lead into the social atmosphere. Here, Poles, Slovaks, Bohemians and people of other races could be combined and later led into games to fit the temperament. Mr. Smergalski spoke of a series of these game evenings which he conducted. Finally notice was given that they were ended but the people kept coming. They didn't want to turn them away so they let them in and said, "Here you are; we have no form of entertainment, you must entertain yourselves." Then someone saw a woman who sang and suggested that perhaps she would sing. She did so and was followed by much applause. Then someone else saw a good speaker who was asked to talk on what the Northwest Trust and Savings Bank was doing for its employees in welfare work. She did so, and the evening was a success. Mr. Smergalski felt that the point was to get people into the mood whereby it was possible to get their own expression. When play is spontaneous, only then is success sure.

Miss Sophia Ross, of Philadelphia, spoke of

a gentleman from the West who had told her of some of his experiences with social dancing. He felt that the greatest problem was not with the younger groups but with those between the ages of eighteen and twenty-five. Music and the competing with popular dance halls were the greatest problems. Their dance halls were to be closed down temporarily because they were beyond control. One was started again, dances were run as family dances, and everyone came. In Philadelphia, Miss Ross stated, dance halls had been closed down in three separate cases. Finally, one center was opened with a game. Suggestion was made that caution should be taken that the people should not come for the dancing alone. Control of the music was an important point to be considered. She felt that it was difficult to control the modern dance, because with modern music no particular step could be assured.

Mr. Bervey of the Northeast High School told of his experience in conducting dancing. He had made his own selection of people to start the work. Dances were held in the gymnasium and there was an attendance of from three hundred to three hundred and fifty in the social dancing classes. Music was a difficult problem. Finally, the high school boys were induced to volunteer for an orchestra. He did not feel that teachers who were merely physical education teachers were necessarily properly trained leaders for recreation.

In the discussion which followed it was stated that in Detroit they had found the handling and financing of music a problem and had now organized under the club idea, everyone paying ten or fifteen cents. In Albany, they had a committee in the schools to whom fifteen cents admission was paid. This had financed the whole work, including three pieces of music—$19 per night—and had left a surplus of $150 in the bank. In Syracuse, the Recreation Superintendent had a backing organization, and they could employ a non-union group. The municipality furnished the place, heat, light and workers; the people collected the money and spent it, but the commission, as such, was not allowed to collect any money. When social dancing became impossible, square dances were introduced. In Baltimore, the Commission paid for the piano and the members supplied the extra music. The girls acted as hostesses, and the boys paid their share of the expenses. In Chicago it was suggested to groups that they assess themselves. Since the responsibility has been thrown on the club members, the attendance had doubled and a greater interest had been shown. The recreation authorities, however, retained the power to suggest the kind of music which should be used. No jazz is allowed. Certain requirements have been made obligatory. For example, all those entering must have white collars and combed hair, and no flannel shirts are allowed. It is not the less democratic because of these rules to improve conduct, but more so.

Mrs. P. H. Valentine, Director of the playgrounds in Philadelphia, Pennsylvannia, founded under the wills of Richard and Sarah A. Smith, deceased, writes of the unique junior city carried on as "our Village."

"Last year fully justified Village as a play feature. The steady enthusiasm of the children and their increasingly good thinking in the interest of Village management were strong contributors to the encouragement of a staff never more uniformly and intelligently interested in this, our distinctive play enterprise. Outside interest, demonstrated by rather heavy visitation, added to encouragement and strengthened our conviction that we had something to offer worthy of imitation by people interested in education through play. We look forward in the coming year to further development. It is important that the industrial life of the community show growth. We are thinking of weaving with hand looms, toy making and printing. The market must be supplied with goods in order to give currency a real value. The demand for Village houses and overcrowding resulting from the necessity of two families occupying the same house will probably result in a housing commission and some solution of the problem by the children. The newspaper started this year has been a decided success and furnishes employment to many reporters and news boys, as well as the editorial staff. A printing press added to Village equipment will add greatly to the value for the children.

"The interest of the parents in the playground is one of the most delightful features of the work. It is to be hoped that more of this spirit may be encouraged. Work for children loses its greatest value when the child is treated as a unit distinct from his family. There are too many tendencies in American life to separate the child from his family group. In our work I would hope for a continuous growth of interest and cooperation of parents."

South Park Commissioners Yearly Schedule of Promoted Activities Playground and Sports Division

Month	Required of all Parks Promoted through Department Office	Required of all Parks Promoted by Local Staff	Optional and Suggested Promoted by Local Staff
January	Inter-Park Competition 85 lb. 95 lbs. 105-115-125-145 lb. Basket ball A. and B. Limited and Unlimited Women's Volley Ball Grammar Schools Basketball—P. S. A. L.	Winter Carnival Snow Sports Sled Races Skiing Races Skating Events Out-of-Doors Day	Fathers' and Sons' Day Mothers' and Daughters' Day Pleasant Sunday Afternoon Movies and Amateur Nights Forum Community Nights
February	Inter-Park Competition Basketball Girls' Volley Ball Business Men's Volley Ball Grammar Schools Basketball A. A. F. Tournaments	Holiday Observance: Lincoln's & Washington's Birthdays Valentine Parties	Soap Bubble Parties Stunt Night Social Games Evening Pleasant Sunday Afternoon Community Nights Forum
March	Inter-Park Competition: Basketball Girls' Volley Ball Business Men's Volley Ball Wrestling Grammar Schools Basketball A. A. F. Tournaments A. A. U. Tournaments	Gymnasium Exhibitions Marbles Tournament	Table Tennis Tournament Community Nights Pleasant Sunday Afternoons Social Games Evenings
April	Inter-Park Competition: Girls' Volley Ball Business Men's Volley Ball Indoor Track Roller Skate Tournament Skipmobile Relay Boys' Volley Ball Tourn. Seniors Volley Ball Tourn.	Gymnasium Exhibitions Skipmobile Preliminaries Roller Skate Preliminaries Doll Day: Paper Doll Exhibit Doll Dress Exhibit Doll Carriage Parade Doll House Exhibit Doll Baby Show Doll Drama	Roller Skate Hockey Mistrel Show Clean-up Week
May	Grammar Schools' Baseball Kite Tournament	Kite Preliminaries Top Spinning Tournament—Spinning Races—Times Races Distance Thrown Races Accurate Throw Stunt Events	Home Gardens Week May Day Celebration Children's Chorus Festival Community Hike
June	Grammar Schools Baseball South Park Play Festival	Community Play Festival Jackstones Tourn. Mumble-the-peg tournament	Music Festival Community Sings Outdoor Community Night Twilight Leagues Community Baby Show
July	Playground Ball 85, 95, 105, 115, 125, 145# Divisions	Horseshoe Preliminaries Pet Show Aquatic Stunt Day	Sane Fourth Celebration Quoits Tournament Twilight Leagues Indian Day Community Sings Outdoor Community Nights
August	Playground Ball Outdoor Track Aquatic Day: Swimming, Diving Water Baseball Jousting, etc. Tennis Tournament Badge Tests	Sand Court Contests: Illustrated Stories Sand Modelling Sand House & Garden Sailboat Tournament: Races Tacking, etc. Sails and Construction Prizes Tennis Preliminaries	Doll Dressmaking Exhibit Twilight Leagues Outdoor Community Nights Community Sings Outdoor Dramatics

September	Department Picnic Finals, Summer Sports Bonfire Basket Lunch Lantern Parade Checker Tournament	Checker Preliminaries Athletic Stunt Night Junior Exhibition: Handicrafts Exhibit, wind mills, gliders, kites, beads, laces, sewing, embroidery, doll houses, doll clothing, paper flowers, paper dolls, sand table Better Health Week	Home-grown Flower Show Community Hike Community Picnic Community Pageants Sand Engine Contests Wind-Mill Exhibit Bird House Exhibit
October	Schools Volley Ball—(Girls) Schools Soccer—(Boys) South Park Soccer Tournament Pushmobile Tournament	Pushmobile Preliminaries Hallowe'en Parade Novel Costumes Amusing Costumes Beautiful Costumes	Home Gardens Exhibit Home Arts Exhibit Community Nights Pleasant Sunday Afternoons Forum
November	Schools Volley Ball—(Girls) Schools Soccer—(Boys) South Park Soccer Tournament	"Come and See" Day Armistice Day Celebration	Model Airplane & Glider Tournament Forum Story-Telling Contest Amateur Night Pleasant Sunday afternoons Community Nights Forum
December	Schools Volley Ball	Christmas Celebration Community Nights	Declamation Contests Debates Loan Art Exhibit Pleasant Sunday Afternoons Forum

A close-up of the cut-outs in the exhibit loaned to the Playground and Recreation Association of America by the Public Schools Extension Department of Milwaukee, Wis.

Evening Use of Playgrounds in Philadelphia

By
Sophia L. Ross

Chief of the Bureau of Recreation
Philadelphia, Pa.

Philadelphia has a number of recreation centers under the supervision of the Bureau of Recreation which have, in addition to play areas buildings equipped with one or two gymnasiums, auditoriums, club rooms, showers, lockers, swimming pools, and similar facilities. It is in these buildings that the major evening activities are conducted.

There are nine fully equipped gymnasiums where male and female groups receive two sixty-minute periods each week. The work in these classes consists of marching tactics, calisthenics, apparatus work, and games. The groups vary in size according to the locality and popularity of the teacher. The older or married women's groups in five centers do excellent work. In one center 120 women are registered; 96 is the highest attendance, while 65 is the average attendance.

There are dancing classes at these centers. There are a few evening classes in folk dancing but this form of dancing is most enjoyed by the younger children. Classes in aesthetic and social dancing, however, are popular among the grown-ups.

Various types of clubs are organized to appeal to the different groups that patronize the centers. Among the older men and boys there are various Athletic Clubs. Dramatic Clubs appeal to the young people. There are sewing clubs for the women. We are careful in Philadelphia to speak of "Sewing Clubs" and "Groups" rather than of "Sewing Classes" as it seems to put the work on the basis of a social rather than of a school activity. These groups are made up of married women ranging in age from twenty-five to sixty-five years, and the average size of the group is twenty-five. At one center there is a modelling and drawing class. Musical organizations are popular. There are three orchestras as well as a Saxaphone, a Mandolin and a Glee Club at various centers. Groups of Boy Scouts, Girl Scouts and Camp Fire Girls are organized under the auspices of the Bureau of Recreation and hold their meetings at the various centers.

Each Recreation Center has its reading room and its game room, the latter used mostly by boys in the evening.

Various adult groups are organized in the different neighborhoods to further the interest of the center. There are Parent Associations, Neighborhood Associations and a Friendship Club. These organizations assist in the various holiday celebrations both financially and by giving their time on the special day.

One room is assigned to the older men where they are allowed to smoke. In three centers there are pool tables; in two, shuffle boards. Checkers and dominoes are played in the winter, and during the summer evenings quoit pitching is very popular among the men.

Here might be mentioned the Council, made up of one or two representatives from each of the different clubs, which meets once a month and is in a measure the governing body of the center. The representatives report on the work of their groups and each club pays a certain amount to a general fund which is used as a supplementary fund to develop special activities.

In addition to the regular activities in the Centers, various outside organizations use them as meeting places, getting their permits from the office. Among these outside groups are an Improvement Association, Choral Society, American Legion, Civic Club and School Alumni Association.

The Bureau of Recreation maintains twenty-eight swimming pools which are open after 6:30 p. m., for the exclusive use of men and women.

The activities on the grounds of the second and third groups depend largely upon the lighting of the area. These grounds are kept open until 8:30 p. m., and after 7:30 the patrons are boys and men. Where there are swimming pools the clubs meet in the office and waiting room.

ONLY CHILDREN—Over one-half (51per cent) of the 1108 persons under eighteen years of age recently studied by the United States Children's Bureau because they had been arrested for violation of postal laws (not necessarily guilty) were found to be under sixteen years of age; almost one-fourth were less than fourteen years of age.

One Week's Attendance of Children at Motion Picture Entertainments

By Harold O. Berg

The following data is the result of a survey I made in ten representative schools in Milwaukee on attendance of children at movies. I believe the data is correct because no child was allowed to sign his name to his statement and the teacher was not permitted to see the statements.

Following is my summary of the data:

Pupils examined—3468

Ratio of attendance, boys to girls—6 to 5

Children of 12 and 13 are the greatest frequenters

Sunday, Saturday, and Thursday are the most popular days

One-half of the attendance was on school days

Attendance:

Not at all	677
Once	1189
Twice	860
Three times	457
Four "	176
Five "	71
Six or more	38

With whom:

Parents	1353
Other adults	160
Brother and sister	1011
Other children	1620
Alone	1456

After the survey was made I realized that I should have been a little more definite, for instance, how old were the sisters and brothers with whom they attended.

SEX—BOYS

Grade	Ages and No. of Times 8	9	10	11	12	13	14	15	Days M	T	W	T	F	S	S	Number of Times 0	1	2	3	4	5	6 & over	P	With Whom OA	BS	OC	A
4th	29	154	93	31	20	9	3	..	62	44	35	83	66	133	184	68	103	75	52	22	11	8	148	14	128	122	195
5th	1	18	148	93	43	28	14	4	75	54	41	69	79	111	187	51	121	98	43	22	8	6	128	10	107	175	196
6th	..	..	28	117	104	69	21	6	69	53	51	75	65	122	191	55	105	104	45	18	11	7	109	17	124	179	197
7th	..	..	2	33	133	114	76	20	48	47	51	75	77	130	206	75	113	99	57	24	7	3	36	14	88	235	211
8th	..	..	..	2	21	118	120	65	69	45	60	69	60	104	170	51	111	86	46	16	9	7	82	6	82	252	155
Totals	30	172	271	276	321	338	234	95	323	243	238	371	347	600	938	300	553	462	243	102	46	31	553	61	529	963	954
Grand Totals								1737							3060	Grand Totals						1737					3060

SEX—GIRLS

Grade	8	9	10	11	12	13	14	15	M	T	W	T	F	S	S	0	1	2	3	4	5	6 & over	P	OA	BS	OC	A
4th	33	190	80	22	10	1	1	..	42	33	27	46	39	107	149	98	120	64	33	15	6	1	170	26	92	88	67
5th	1	37	185	86	39	13	7	..	52	39	44	77	59	125	191	62	133	103	48	11	8	3	182	25	117	122	141
6th	..	2	24	172	76	47	16	3	50	49	32	81	52	136	187	58	114	77	54	30	6	1	180	22	106	140	139
7th	..	..	3	34	151	117	46	10	42	39	36	68	55	95	160	81	142	80	44	10	3	1	137	18	84	152	104
8th	..	..	..	..	36	150	99	40	38	27	40	71	47	86	119	78	127	74	35	8	2	1	131	8	83	155	51
Totals	34	229	292	314	312	328	169	53	224	187	179	343	252	549	806	377	636	398	214	74	25	7	800	99	482	657	502
Grand Totals								1731							2540	Grand Totals						1731					2540

BOYS AND GIRLS

Totals	64	401	563	590	633	666	403	148	547	430	417	714	599	1149	1744	677	1189	860	457	176	71	38	1353	160	1011	1620	1456
Grand Totals								3468							5600	Grand Totals						3468					5600

Key:—P—Parents
OA—Other Adults
BS—Brother or Sister
OC—Other Children
A—Alone

Spare Time in a Mill Town

The town of Tupelo, Mississippi, is the home of the Tupelo Cotton Mills. The mill management has provided a large number of activities of interest to the mill operatives, thus making the village a much pleasanter town in which to live as well as a more progressive one.

There is no compulsory education law in the state of Mississippi but the mill operatives of Tupelo by unanimous action at a citizens' mass meeting passed resolutions requiring all children of school age who resided in the village to attend school. Eight months of school under trained teachers, is offered the children of the village by the mill management in one of the best equipped schools in that section of the state. A trained worker gives all her time to the social life of the employees. A playground is equipped with swings, merry-go-round, baseball diamond, basketball and tennis courts, grandstand and outdoor stage. Concerts and entertainments and other public social events are given. An annual Fourth of July picnic and Field Day is looked forward to with keen interest. Dinner and cold drinks are furnished free by mill management.

There are three classes in domestic science and home economics in the mill village under the direction of a trained leader. One is composed of the mothers, another of the young women, and the third of school children. A club house in the village contains a recreation room and an attractive free library with plenty of good books and all the current magazines. Boy Scouts, Campfire girls, and Blue Bird clubs all center their activities at the clubhouse. There is a good piano in the club and the school children and girls from the mill enjoy the advantage of musical instruction under a competent teacher. One of the most popular organizations is the girls' and woman's canning club. Last year they had a total of 3,800 cans of fruit and vegetables. Workers from both the Mississippi State Agricultural College and from the agricultural department at Washington often visit the club giving it the benefit of their latest work. Club delegates are sent regularly at the expense of the Tupelo Mills to the yearly State Conference on Home Economics at the State Agricultural College. There are regularly organized classes in garment cutting and sewing. The expense of the instruction and supplies used is borne by the corporation. Last season a dress was offered free of charge to each girl in the state who made an "A" standard in canning work. Eighteen hundred girls qualified and were given dresses in the test.

A Letter from the War Department

WAR DEPARTMENT

The Adjutant General's Office

Washington

February 21, 1923

Mr. H. S. Braucher, Secretary,

Community Service,
315 Fourth Avenue,
New York, N. Y.

Dear Sir:

The Secretary of War desires to express his appreciation of the assistance which has been rendered by the Community Service of the Playground and Recreation Association of America in promoting the success of Military Training Camps.

During the past year your representatives have visited cities adjacent to many of our training camps. In cooperation with military and local authorities they have done much to stimulate interest in the success of the training camp programs, to prepare for the reception of students at the camps and to supply wholesome recreation for men from the camps during their visits to nearby towns.

Your work has been done most efficiently. It has been done in a spirit of helpfulness, with so little thought for self-interest that many who profit from the results of your work were not aware of the means by which it was accomplished.

Very truly Yours,

(Signed) Robert C. Davis,
The Adjutant General

Recreation in East Orange

Lincoln E. Rowley, Secretary of the Board of Recreation Commissioners of East Orange, New Jersey, in the annual report of the Board for 1922, has estimated that the cooperative arrangement effective in the work of the Board of Recreation Commissioners and the Board of Education, for one school alone has meant a saving of approximately $25,000. The Board of Recreation Commissioners, which owns a plot of land next to the school, supervises the work on this playground and has the use of the playground toilets and bath in the basement of the school, when school is not in session. The school has an exit from the play room so that it may use the playground at any time school is in session. Through this arrangement, the city has been saved the expense of building a shower, of bringing in water, and of building a shelter and installing toilets. At the same time, the school authorities have been relieved of the expense of purchasing additional ground.

A New Playground for the City

The city has secured through purchase a six and a half acre tract which will be used as a place for dumping the city's ashes until the land has been brought to grade. According to the terms of the agreement, the property must be turned over for park or playground purposes not later than May 1, 1925.

A New Shelter House

Contracts have been awarded for the building of a new shelter house on the East Orange Oval, to be erected at a cost of $12,750. The building will contain a large play room, 20 feet by 38 feet, with lockers for play material, costumes and similar equipment. There will be a supervisor's room with lavatory and lockers 10 feet by 16 feet; a superintendents' room similarly equipped; a girls' toilet, 9 feet by 9 feet; a boys' toilet 9 feet by 9 feet, and a paved court 10 feet by 26 feet. The building will be constructed of hollow tile and stucco, with a Spanish tile roof. The inside finish of the building will be of oak, and in the play room will be a large fire place. Immediately in front of the building will be a small fish pond 6 feet in diameter, with two drinking fountains.

Tennis, a Popular Activity

East Orange now has eighteen public tennis courts, three of which are lighted and may be used at night by those who are willing to pay for the cost of lighting and supervision. This is estimated at $1.40 per hour for one court; for two courts, $1.80; three, $2.20.

Sunday Evening Vesper Services

Last summer a new feature was introduced when twelve Sunday evening outdoor Vesper Services were conducted at the Oval by the churches of the city.

Public Safety Campaigns

The fact that a large number of children meet with automobile accidents each year and the great street problem presented by the motor vehicle, have aroused the Boston playground authorities to a realization of the fact that every effort must be made to instruct boys and girls in the necessity of observing public safety rules. As a result, a unique public safety campaign is now a part of the program of the boys' playground.

This campaign, which Miss Lulu Donovan of the Boston School Committee described as "sugar-coated" education, is conducted on the playgrounds through the medium of a motion picture show. The program opens in the customary way with a good comedy film. This is followed by an interesting talk on safety by an insurance man who shows the fire risks in alleys, basement, or area ways. Or a traffic officer gives a demonstration of the various traffic signals—a procedure always of great interest to the children. The program closes with a safety first film and some rousing community singing. That these discussions have left their impression is demonstrated by the fact that the children have invented a special traffic game.

Attractive posters constantly displayed on the playground help to drive home the safety first rules and the idea is still further elaborated by the production of a pantomime dealing with the subject in allegory. The Massachusetts Safety Council cooperates in the work.

"A mule makes no progress when he's kicking, neither does a man."
Motto from the Chicago Daily Tribune, July 10, 1922.

Portland and the Paradox

By

Roy W. Winton

Making play business-like may seem a paradox to the uninitiated, but is very essential when it comes to planning the way a whole city plays. What every-day efficiency can accomplish in organizing a city's recreation is shown by the past year's record of Portland, Oregon, Community Service. With the slogan, "Recreation practically conducted," Portland Community Service, under the direction of John C. Henderson, has brought about a number of far-reaching recreational effects. Although there have been plenty of worthwhile events conducted on a large scale, such as Drama Week and two notably fine Music Weeks, there is no striving after "stunts" of merely ephemeral value. The effort is to provide wholesome recreation every day for everybody.

The yearly budget for the work of Portland Community Service is only $8,000, but proportionately, a large number of people are served. The attendance record for the month of January, 1923, is an interesting index of the extent to which the work touches the community. Portland has a population of 295,463. January statistics show an attendance estimate of:

Community singing	7,250
Junior recreation	1,600
Industrial recreation	2,600
Hikers' Club	200
Couch School playground	600
	12,250

The industrial recreation activities have been carried on with a minimum of assistance from the manufacturing and wholesaling concerns whose employees enjoy them. Both management and employees are represented on the Industrial Athletic Association. The athletics have brought about natural and real acquaintanceship between the various industrial groups. In the summer of 1922, sixteen teams formed two leagues and carried out a fourteen game schedule. Over 40,000 people were reached as players or spectators. During the winter of 1922-23 a seven team basketball league played a twelve game schedule, at the public school gymnasiums and one of the city armories. Indicative of the general interest which the Community Service industrial athletics have aroused is the fact that the Marshall Well Hardware Company will have in their new building the largest gymnasium on the Pacific Coast.

Junior basketball teams and leagues have been organized by various sporting goods firms with the aid of Portland Community Service. The latter provides floors and secures leadership and neighborhood support.

Portland has a large apartment house district and the problem of space for children's play in this district led the Couch School Parent-Teacher Association to appeal to Community Service for a solution. The Couch School has an attendance of about 1,000. Its playground, which, until recently, was closed after 3:30 is now open until 5 p. m. every day except Saturday and Sunday. Two volunteer playleaders are in charge, and the daily attendance is between fifty and one hundred. In bad weather the school gymnasium is used. All of the Parent-Teacher Associations of the city are watching the activities at the Couch School playground as an experiment, the result of which will determine the abandonment or the extension of this community use of school property.

At the present time fourteen neighborhoods are conducting recreation activities, using the neighborhood school buildings as meeting places. The Community Service executive secretary obtained some interesting comments from a source that is too often not in favor of the extended use of school buildings. He visited each school used for recreation purposes and discussed this use with the school janitors. Every one of them was enthusiastic about keeping the buildings open outside of school hours for general neighborhood use.

The colored citizens are not forgotten in planning the recreation program. With the assistance of the Park Board and the Young Men's Christian Association a tennis court was built for the exclusive use of colored players. Community Service received a request for assistance from a colored colony in Montavilla and a club was organized for the boys and girls of that district. The colored churches have helped by giving space for club meetings. They in turn have been assisted in giving entertainments and have been furnished with song leaders and loaned motion picture equipment. This last is much appreciated, as most of the local motion picture theatres do not cater to colored patronage.

The Community Service motion picture machine

may be borrowed by any neighborhood group or club. A list of up-to-date motion picture plays suitable for neighborhood recreation is maintained for the use of such organizations.

Portland Community Service cooperates with all groups in the city. A regular bulletin service offering practical suggestions for community recreation of all kinds is provided for the women's clubs and other organizations. Requests for this material come from all parts of Oregon as well as from Portland. Community Service is assisting the American Legion with a series of conferences to be held in various parts of the state on the subject of community recreation and the part of the Legion can take in it.

Graduate students of Reed College, which specializes in social problems, have been aided by Portland Community Service in making important researches into the effects of recreation upon employed women. These researches were conducted by the laboratory method. Recreation evenings were held by groups of employed women, who were physically rated at the beginning of the series and afterwards. The beneficial results were carefully checked and tabulated and are a matter of scientific record through the theses prepared by Reed College students. Further social investigations will be made by Reed College and Community Service during 1923.

During the summer "Little Mothers' Leagues" were organized and conducted at the several centers, under the supervision of a nurse from the local chapter of the American Red Cross. Girls between the ages of ten and fourteen years were enrolled in these leagues. The "Little Mothers" were taught how to feed and care for infants and were given talks on the subjects of health in the home. About fifty members of the class were awarded certificates issued by the State Department of Health. During the winter a class in home nursing was conducted at the Albemarle Center. This course was also given under the supervision of a Red Cross nurse. The course in-first aid, sick room duties, household duties and cluded practical training in the care of the sick, the preparation of food for the sick. General health lectures were also included in the course.—From annual report of York, Pennsylvania, recreation department.

A Course in Play as a Substitute for Theology

By

E. L. Roberts

Director of Physical Education, Brigham Young University

The Brigham Young University of Provo, Utah, is consciously directing its energies toward the training of leaders for church and civic activities in various communities in the intermountain section. Since it is a church institution, it requires all of its students to take a course in some phase of theological instruction. That it has come to a full appreciation of the importance of training social and play leaders is indicated by the fact that this year the faculty has permitted students to enroll in the course of social and recreation leadership in lieu of the regular work in theology.

The new course meets twice each week during three-quarters of the school year. The aim is to prepare for active supervision of community recreation in its various forms. Instruction is given in the supervision of playground activities, indoor games, home social entertainments, folk dancing, social dancing, hikes and outings. The instructor devotes half the time to a theoretical discussion of the objectives of the course, methods of directing recreation activities and the problems associated with the work. The remainder of the time is taken up in actual practice in directing.

So much interest was aroused in the course, when it was offered, that it became necessary to limit to approximately forty the number selected and to choose those who seemed best fitted for leadership. The personnel is almost equally divided between young men and young women.

The class is divided into small entertaining units of from four to six students. These groups in turn act as hosts at evening social parties and in arranging entertainments. During the present year more than fifty delightful social affairs have been given. In addition to these recreation activities conducted by the class, numerous other entertainment features have been initiated by the individual members for the benefit of the community. Community centers, clubs, class organizations, church wards and even business men's groups have made frequent calls upon the recreation leaders to take charge of their social affairs. At the present time there is hardly a social gathering in the city of Provo that is not in some

way assisted by the Brigham Young University class in social and recreation leadership.

The fame of the new form of "theological" instruction has reached into the remotest corners of Utah and even into the state of Idaho. As a result of the calls coming in from these distant parts, the University has made the leadership class a part of its course and both instructors and students have been sent to numerous outside communities. In this way the work, or rather play, has been carried over to hundreds of people who cannot attend the school.

One year ago the Brigham Young University initiated what is known as its "Leadership Institute." This Institute, which lasts a week, takes the form of a big educational "round-up," when friends and supporters of the University return for study under the foremost educators of the state. Over three thousand citizens responded to the leadership call this winter, and the entertainment of the large group of people was thrown almost entirely into the hands of the class of social leaders being developed at the school. Two and three hours each afternoon, and occasionally in the evening, the class was brought into action, initiating play and other forms of social recreation for the visitors. Very often more than four hundred people at a time crowded into the gymnasium, and this group was kept moving constantly in suitable games and dancing. It was an engineering problem of considerable difficulty to keep such a throng busy and happy in a small space, but the class of social leaders handled the situation admirably.

One of the by-products of the class in social and recreation leadership is the improvement of social standards plainly noticeable in the University. Social parties are, at present, something more than mere coupled dancing affairs. Indeed the time is so well filled with other enjoyable features that there is little or no time for social dancing. Real sociability has been created to a higher degree.

Another evidence of higher standards lies in the improved social dancing. Leading students of the college belong to the class and they set the pace in social dancing. Since they have been trained in the best forms of dancing, they naturally practice this in their public social life, and as a result, other students are following their example. Social dancing at the Brigham Young University is now on a high plane.

The authorities at the University are enthusiastic over the new plan and believe it will prove a religious asset to the community, since it will make for proper social and moral standards of conduct.

The Power of Song

To sing is natural. It is an inner need of every man from the first tribal days to the present. Song is universal; acceptable to God and man. It cheers. It heals. It radiates joy and releases fresh creative energy. When people sing together barriers are broken down, a right basis of understanding is established between man and man, the "imprisoned splendor" in the human heart is set free and a new vision of life and brotherhood achieved.

The educational influence of good music for the people can not be estimated and a great deal is being done in this way through symphony orchestras and band music in concert halls and public parks. "Good music for the people" has become somewhat of a slogan making an increasingly strong appeal to public spirited citizens and awakening within them a philanthropic desire to aid in its furtherance and development.

There is another slogan not so well understood nor supported but in reality of equal if not greater importance and that is: "Good music by the people!" Life is most worth while when we are creating something ourselves, giving vent to pent up emotions, expressing the deep thing within us: beauty or song or joy; then we find that for which the whole world is seeking—something marvelously human—a revelation which is of the heart.

There is a great fountain of new life in a singing people. Song in mass is a regenerative force of incalculable power in the social body. It is the large musical concord that thrills. Have you ever heard a great crowd of 10,000 to 15,000 people singing together in the open? In the cool of the evening, led by a beautifully trained band—a band accustomed to invoke song and cheer from such a crowd? It is an emotional experience entirely outside that which comes from music enjoyed solely for its aesthetic qualities. There are some values in life, which to know must be experienced. This is one of them.

HARRY BARNHART

Settlement Schools Link Music with Life

By

Kenneth S. Clark

Within the space of one week during the early spring two events occurred that marked a milestone in the course of the music school settlement movement. One of these was a concert in New York City which demonstrated the achievements of the seven music schools included in the Association of Music School Settlements of that metropolis. This program showed that these music schools handled expertly every grade of musical training from the music play of children to the routine of a young concert performer. The features of the program were the playing of standard symphonic works by orchestras from two settlements, examples of elementary solo work in piano and violin, exercises in rhythmics, the frolicking of a class in musical games and the singing of a youthful chorus of girls. Best of all, the overtones of the occasion indicate that the settlement schools are performing a vital function of social service—namely, linking music with life.

The spectators learned that this group of settlement schools represented the following:

Scholars attending	2,150
Teachers	200
Orchestras	14
Nationalities	40
An aggregate budget of	$150,000

of which the pupils pay one-third.

Survey of Settlement Schools

Simultaneously with the above concert appeared a small volume which marks the standardizing of procedure in the musical settlement field. This book is entitled *Music Schools and Settlement Music Departments,* by Janet D. Schenck, with a foreword by Harold Bauer. This survey is published at fifty cents by the National Federation of Settlements, 20 Union Park, Boston, Massachusetts. It is one of a series of Settlement Monographs edited by Albert J. Kennedy. The preparation of the survey by Mrs. Schenck grew out of the deliberations of the music schools of the National Federation of Settlements at its last convention in East Aurora, New York.

As shown by the survey there are now about eighty settlement music schools located in 20 cities and 19 states. Detailed returns from 50 houses show the following figures:

Pupils	5,800
Teachers	518
Orchestras	46
Choruses	44
Classes in Harmony and Theory	50

A wide variety of nationalities is represented among the pupils. The majority of schools are departments of settlements, but thirteen are separately organized and housed and seven are separately incorporated. This special group owns property valued at $518,000, has an enrollment of 4,084 students and employs 368 teachers. Its combined budget approximates $236,000 yearly.

Human-Interest Anecdotes

Few surveys are so crammed with human interest as the present one. As Mrs. Schenck points out, the real justification for the instruction offered is found in the lives of the pupils. Says she, "Neither the neighborhood teacher nor the ordinary conservatory are interested in what is to them but merest by-products. In the music school, art and life are never separated."

Numerous incidents are cited by the author to illustrate the social influence of music in the lives of these young students. For example: Two children of about fourteen years of age were waiting their turn to play at the spring concert. There were some three hundred in the audience. As the moment approached for one little girl to step forth, the other whispered, "Ain't you scared?" The reply came back clearly, "No, I ain't. It's not me that's playing!"

"Do you care very much about your music?" asked a director, hearing an older student play. "Well, after working in a factory all day, it's about the only thing that makes life worth living!" was the reply.

The mother of a talented pupil who had been through a long and dangerous illness, said that when she was praying that her child might get well, she kept thinking that if her prayer was granted, she would try as a thanksgiving offering to do more and more for the Music School, be-

cause it had done so much for the happiness of the family.

"I remember well," says the author, "a thin, white, tiny, little fellow summoned to appear in the school office with his father for the purpose of explaining that an hour in the park each day would be better for that particular boy than the same time spent in practicing upon his violin. The father listened stolidly to our arguments, and when we ceased, he looked from us to the little fellow standing listlessly there, and back again, and with a hopeless shrug of the shoulders, said: 'But what can I do? He is now thirteen; in one year he must go to work and then never again in his life can he learn anything about things like music. I went without it. He must get it this year so he will always have it.' "

Influence upon the Family

Not the least rewarding aspect of the work of the schools is the reinforcement which not alone the pupil but the whole family draws from contact with music. "It is wonderful coming in off this crowded street," said a mother to the director of one of the schools, "and then finding this quiet and the music. I am happy every time my child comes here."

"I call to mind," relates the writer, "one mother who had brought her daughter for her first lesson. As I passed through the students' waiting room, I noticed a tired figure sitting on a most uncomfortable straight chair set close against the side wall. I suggested that a larger armchair would be far easier, but she persisted in sitting upon the hard little chair. Finally, thinking her diffident, I took active steps to make her more comfortable. Thereupon, she explained in a rather shamefaced way, that she had chosen the straight chair because it permitted her better to hear the orchestra which was rehearsing in the adjoining room. It gave me a choking sensation to see the way her face lit up when I told her she might come Friday nights and sit in the room in which the orchestra was playing.

"The director of a school which specializes in singing, tells me that the fine, old songs taught the children are, most of them, learned by the parents; that a large proportion of the neighborhood audience joins in when they are sung at a concert."

All schools receive requests for lessons from mothers of students (usually reviving an early acquaintanceship with music) so that they may be more helpful to their children.

A young couple who could not agree and who were perilously close to breaking up their home, weathered the storm through the influence of the music the wife was studying. The husband's fondness for it, and the wife's endeavor through its influence on her own character, to make things better, brought them to mutual understanding and ultimate reunion.

Foreigners just come over are often brought by relatives or friends to the school, both to hear music and to enter their children; thus, in many instances continuing training already started on the other side. The director of a certain school tells of singling out at one of their concerts a man whose face was beyond measure hopeless and dull. Suddenly, as if by some miracle, he became alive. Inquiry revealed that he had only just landed, spoke no English and was desperately lonely and forlorn. The familiar strains of one of his native classics revealed to him that he was actually among friends.

Methods of Organization

Chapters of practical value to settlements contemplating the adding of a music department are those on "Organization" and "Administration." In the latter, an interesting feature is the description of the two types of fees exacted for lessons; one is known as the fixed scale and the other as the sliding scale. The former provides that all pupils, whatever their circumstances, shall pay the same amount for lessons. There are two types of variation within this policy—based upon grade and age. The sliding scale is based upon the principle that students should be charged according to their ability to pay. The Settlement Music School of Philadelphia assigns pupils, on the basis of an inquiry, to one of four determined economic groups. Each of these groups is charged according to its financial capacity. Brooklyn Music School sends a visitor to talk with the parents of prospective pupils, who are charged a sum which it seems reasonable that the family should pay.

Real social service is rendered in some of the student concerts, for instance—the Neighborhood Music School of New York gave last year a series of evening musicales in charge of the older students. Mrs. Schenck, who is the director of that school, relates: "Cards were issued inviting any one who was tired or disturbed to come in and take advantage of the rest and quiet provided by the music. A considerable group attended regularly. Occasionally a member of the audience would tell of a friend who was sick

or in trouble and we would ask the group to bear them in mind while the music went on. It was very stimulating for the students in charge, who felt the responsibility of establishing the right sort of atmosphere."

Some Unreasonable Demands

"Impossible demands are frequently made upon the school," says the author, "sometimes by social workers who should know better. The telephone rings and the director is asked if the orchestra can play the next night, or if it can provide the incidental music for a pageant to be given in three weeks with 'four rehearsals a week,' and various other incredible requests. It seems difficult for the non-musical person to realize that when an orchestra is seriously working at studying a symphony, it is quite impossible to put it aside for a month or two in order to rehearse something in all probability not musically worth while. There are also no telephones in the homes of most of the students, which means that when they are summoned for special concerts or rehearsals it has to be done by letter. A consideration not to be neglected is the fact that the director of the orchestra has to be paid for his services and extra rehearsals are a luxury many of the schools cannot afford.

"The social worker sometimes accuses the director of music of undue fussiness, not realizing the musician's feeling that a work of art must be listened to with all deference and quietness. The dramatic department of a settlement desires, for example, music between two plays. Music pupils frankly dislike to play at such times; it is almost impossible to secure reasonable quiet, and one of the first things that the school tries to impress upon students is that there must never be any whispering when music is going on.

"It is, on the other hand, of great importance that the music departments cooperate in all legitimate endeavors on the part of social workers to increase the musical culture of the community. But before this can be done successfully a clearer understanding between the two branches of work is necessary."

Parent and Student Associations

Most of the schools attempt to organize Parents' Associations. Bronx House, New York, carries on a certain number of parents' meetings each year, explaining that the meeting is just as important as the child's lesson and charging each absent parent twenty-five cents. Several of the schools have Student Associations; neither of these groups, however, is easy of perpetuation.

A Standardized Curriculum

The survey presents the "brass tacks" of instruction in settlements through a set of schedules of studies compiled by the committee, entitled "Suggestions on Curriculum," compiled by the Committee on Standardization of Teaching Material, and covering all the branches of teaching.

America's Favorite Songs

What Are They?

An effective start has been made by the Committee on People's Songs, formed at the Recreation Congress at Atlantic City, toward carrying out the first article in its statement of purpose, namely, "to search out through a widespread expression of public opinion, the best existing songs that are suitable for community singing." The committees sent out a questionnaire to upward of fifty active community song leaders throughout the country, asking them which they considered to be the best songs of *American origin* now being used in community singing. The results of that questionnaire were tabulated and made public for the first time at the Music Supervisors' National Conference at Cleveland, Ohio. At the suggestion of Karl W. Gehrkens, president of the Conference, the Committee on People's Songs was asked to have a representative appear on the Conference program and give a talk on the work of the Committee. The Committee was represented by its secretary, Kenneth S. Clark, of Community Service.

The complete list of songs thereby made public is here reproduced, with the songs listed in the order of votes received by each:

America, the Beautiful (Materna)
Old Folks at Home
My Old Kentucky Home
Battle Hymn of the Republic
Old Black Joe
Dixie
America
Star-Spangled Banner
Sweet Adeline
Carry Me Back to Old Virginny
There's a Long, Long Trail
Home, Sweet Home
Till We Meet Again

(Continued on page 191)

Recreation in California's Rural Districts

By

Gustavus C. Schneider

Director of Recreation and Physical Education
Butte County, California.

In Butte County there is a large section of mountainous country, and the great majority of schools are one-room schools with inadequate play space surrounding them, oftentimes on sloping hillsides and at times with just enough space for the buildings. Here the need is very great for recreation and physical education. The tendency on the part of the young people of our rural and small communities is to go to the city to satisfy their desire for pleasure. An opportunity to meet the need for the provision of wholesome recreation which would keep young people in their own communities prompted me to interest myself in this county.

My work as Director of Recreation and Physical Education for the county, carries me into an area covering sixty-five miles north and south and fifty-three miles east and west. Half of this territory is mountain area with altitudes rising to seven thousand feet. The mountain sections have many lumber camps, ranches for cattle raising and sheep herding, and there is much fruit raising. In the valley districts, we have rich fruit lands covered with thousands of acres in bearing. We are in the heart of the good mining districts and of late diamonds have been discovered and will be mined under the direction of a New York company. All this means an influx of many people into the territory. I have visited schools and communities in the snow covered regions; I have also been in the tropical section, meeting every type of folk and have covered over twelve thousand miles by automobile since March, 1922.

Phun Nites for Adults

Our work covers many varied activities along recreational lines, community development and physical education in the schools. "Phun-Nites" or recreation evenings were held in connection with the program of over forty civic groups, Parent-Teacher Associations, social centers, churches, Chambers of Commerce, educational institutes, Farm Bureaus, lumber camps and mountain communities, reaching over 5,800 adults in programs made up of stunts, game programs, community singing and other features.

In the farm centers, recreation directors had been appointed to supply recreation programs for their respective centers. Material for these programs is sent out by this office, and local talent from nearby communities is furnished. Recreation features are planned for every meeting and at intervals between the meetings when the meeting is not entirely given over to recreational activities. As a result, a much larger opportunity for recreation and a more intimate social relationship has come about.

The value of community recreation, better citizenship and physical education in all schools were the basis of three short addresses given before the Rotary Clubs, Business Men's Clubs, Chambers of Commerce, Farm Bureaus, churches, teachers' institutes, Normal Schools and civic and educational organizations of all kinds throughout the country. Over 4,350 adults have been reached, and a greater understanding has resulted of the importance of physical education for the children and of adult recreation in the lives of all the people.

The Place of Dramatic Activities

Community Players have been organized by the department, and one, two and three act plays are being given throughout the country, especially in farm bureau meetings and at the schoolhouses or community halls of mountain districts. These plays are given as a demonstration of drama, and recreation leaders in the centers will produce similar plays and conduct dramatic activities among the farm center folks themselves. The players have been asked to present the playlets in many larger communities for women's clubs, civic organizations and other groups, and their activities are proving delightful additions to the social life of the county.

For the first time in the history of the county, community play days were held in eleven different sections. Nothing perhaps has ever before brought the parents in the various districts into

closer social relationship and mutual fellowship than these play days with the children. The interest, enthusiasm and joyousness which dominated every gathering was a delight to see. Over four thousand children and parents enjoyed the program of games and other entertainment features, all held in the rural districts. Children and adults came twenty-four miles in trucks over mountain roads. Some of the children in the mountain districts had never before seen the beautiful valley below. One little girl of eleven, coming from her mountain home to the valley district for the first time, as the truck carrying twenty-five children from her school rounded the point in the road which gave the first view of the valley beyond, said, "Oh, it seems I am dreaming, it's so wonderful." Other children walked from eight to ten miles along mountain roads to attend the play day in their part of the county. Fathers became boys again, mothers romped like girls as they entered into the events of the day's program. Folk dancing and May Pole dances had a large part in the programs. A parade preceded each program, participated in by all present, who surrounded the flag pole, gave the salute and the Pledge of Allegiance to the flag and sang the *Star Spangled Banner.*

They were happy community days, and from every part of the county inquiries are already being made about the play days for next May. These future play days will be on a much larger scale, and plans have already been made and sent to the communities in preparation for them. Two large pageants have been selected for two of the days, and more will follow.

A Real Christmas Spirit

Another feature of community life, hitherto unknown in this county, were the community Christmas festivals held in five of the rural districts. In two of them, Christmas pageants were given in which both adults and children had a part. Never in the history of these communities have such enthusiasm and eagerness been shown. The money was raised and all the events planned by the people themselves. Splendid organization marked the occasion.

A large county picnic for the Farm Bureau was arranged, which was attended by over two thousand farmers and their families from every part of the county. Games, sports, community singing and many other novel features filled the program for the day, which ended in a community dance in the evening.

We have also interested ourselves in the development of Camp Fire Girl circles, especially in the rural districts, five circles having been organized in the county. A conference of girls' workers in the county is held every month, the entire day being given over to studying girl problems. The department has also started a course known as *the Family and the Community,* and many parents have entered the course.

As a result of our first demonstration of recreation evenings in the county about four years ago, the plan for recreation leaders in each center has been adopted by every Farm Bureau in the state, and for the first time recreation had an important place in the conference program of the Farm Bureau. We are constantly encouraged in our work by such demonstrations of the growth and permanency of the activities which have been initiated.

Making History in Rural Districts

The Yelm Prarie Settlement, Thurston County, Washington, needed a community hall. An old carriage house twenty-eight feet by thirty-two feet on a centrally located tract of land offered a possible solution to the problem. Yelm Prarie wasted no time thinking about the project but proceeded immediately to take action. A new floor was laid, some attractive casement windows cut, and the interior was painted a light tan. Furnishings were provided consisting of two large collapsible tables, twenty chairs and some benches stained brown. The room was heated by a stove and lighted by gasoline mantle lamps. Here the Women's Dress Craft Groups held their classes, and before the course was over the women had made rose colored curtains, had painted the chairs and begun to make rag rugs. Later, cupboards to hold books and dishes were added, one in each of two corners, and the poultry meetings and official lectures, as well as the women's meetings, were held there.

Few people are fully aware of the extent to which rural communities are helping to meet their leisure time needs through the provision of centers of various kinds. The reports for 1921 of the County Extension Agents of the States Relation Service of the United States Department of Agriculture show that in that year there were established 171 community rest rooms, 110 community buildings and 91 community recreation centers.

The community effort which has gone into these buildings, the needs which they have met and the results achieved tell a story of unusual interest. There is Beaver Creek, a little community in Washington County, Maryland, whose citizens determined to have a building, themselves set up a concrete foundation which the local contractor later said could not be duplicated for a thousand dollars, sawed timber in the nearby mountains and hauled it to the site. Today Beaver Creek has its hall where last fall the County Farmers' Federation met, and a splendid agricultural exhibit were held.

In Calloway County, Kentucky, the secretary of one of the clubs organized by the Home Demonstration Agent conceived the idea of a club house. She had faith enough in her idea to push it. Committees were appointed to select materials and work for foundation. The County Board of Education gave fifty dollars, and in two weeks' time sufficient money and material were in hand to start the work. The Lynn Grove Woman's Club House, built of logs and erected on the school grounds at Lynn Grove, is now used by girls and women for club work and is open to any community interest.

Fabius Township, Marion County, Missouri, has the distinction, according to the county agent, of being the only rural district in the state where a community house has been built by voluntary subscriptions. So eager was the response on the part of the citizens that the project was soon accomplished. One of the citizens gave an acre of land. Committees were appointed to secure suitable plans, prepare a constitution, and solicit contributions in each school district. Through home talent plays, the serving of dinners and a sale for which grain, live stock and supplies of all kinds were donated, the women of the community raised a large sum. The building is of cottage design, fifty by thirty-two feet, with kitchen and dining room in the basement and stage dressing rooms, offices and auditorium on the floor above the basement.

The story of the acquisition of rest rooms as told by the County Agents is an equally interesting human document. At Topeka, Kansas, the use of room in the city auditorium was secured from the county commissioners who agreed to furnish light, water and heat. A committee from the Merchants' Association and the Chamber of Commerce provided a budget for the furnishing of the room, and it was opened in the early summer at a cost of thirteen hundred dollars. A monthly budget of fifty dollars from the county commissioners and twenty-five dollars from the Chamber of Commerce provides the salary of a matron and necessary running expenses. During the first one hundred ten days it was open approximately eighteen hundred people visited the room and made use of its facilities. Luncheons were served five hundred eighteen people.

The Women's Clubs, the Merchants, through the Chamber of Commerce and the Farm Bureau have combined in Claremont, New Hampshire, to maintain a rest room. A joint committee of town and rural women in Walton, Delaware County, New York, were responsible for the attractive rest room established there. Funds were secured for the project through a baked goods sale, and through the sale of food at the Walton Fair.

In a Polk County, (Texas) community a long search for a possible location disclosed a building which had been used as a market. The owner agreed to repair and pay for the building, to put in shelves and book racks, and paint the woodwork inside and out, for a monthly rental of $25.00. Lights were installed and a soda fountain put in. One of the women in the community stays in the building and acts as hostess. Throughout the summer months, she conducts weekly story hours for children.

These are only a few of the instances which might be cited of community effort in rural districts which is doing much, not only to enrich life in the country, but to bring together in closer relationship the town and the surrounding rural sections.

Group Play under Group Leaders

The Norristown Plan

The Norristown plan of group play, made possible through a simple but practicable and effective plan of organization, is described in the April *Normal Instructor and Primary Plans,* by Mr. A. S. Martin, superintendent of public schools, Norristown, Pa.

The ultimate aim of the plan as outlined by Mr. Martin is play in groups under the leadership of democratically chosen leaders of the group. To make the plan useful, it is necessary to make it practicable not only in the Junior high school but also among the first year groups. The first problem is that of obtaining trained group leaders. The supervisors of public education make a list of the boys and girls in the junior high school who excel in knowledge and skill in games and who have shown qualities of leadership. In the elementary schools, similar selections are made from the higher grades. These selected prospective leaders are then trained by the physical directors in games suitable for group play.

Arrangements are made whereby the group leaders are lent to the various elementary schools of their respective buildings (the Junior high schools are housed in the same building as the larger elementary schools,) for the purpose of leading and directing the various schools in group play. A group consists of one school, thirty or forty pupils. After the individual schools have acquired a knowledge of the various group plays, leaders and assistant leaders from the schools are selected to take the place of the borrowed leaders from the higher grades.

A list of suitable plays is made by the supervisors and each teacher familiarizes herself in a general way with every game. They are not, however, held responsible for a technical knowledge of the games nor for the direction of the group play. They constitute the immediate authority and have the privilege of selecting the games or plays that shall make up the program for a given recreation period. Usually, however, the selection of the game is a democratic matter decided upon by the leaders and assistant leaders in cooperation with members of the group.

The supervisors periodically inspect the games of the different schools. They add new plays to the list or improve old ones. They frequently suggest improvements to the leaders and confer with the principals on such matters as are of mutual concern. By request the principal may at any time call a general play period or a partial program of play. Possibly five hundred or a thousand children, if the general play period is called, emerge from the building under their respective leaders and assistant group leaders to form on the playgrounds for their games. Each leader leads his particular school and is responsible for the proper deportment of his group on the return to study periods.

During the play periods the teachers are relieved. They do not have active charge of their children and while they are frequently on the playground, it is not for the purpose of supervision. In the larger schools, the play periods are in series. Three or four play periods used by different groups may follow in succession. The teacher, at her discretion, may adjourn her school to the playground at any time to relieve the fatigue of class work. These extra play periods are brief and do not interfere with the general administration of school work.

The Norristown plan provides for daily group play under group leaders in all the schools. School play is not contingent upon the presence of supervisors nor on the spirit and physical vigor of the teacher. A group leader who proves himself incompetent is replaced by another. During the play period there are no additional onlookers. All pupils physically fit take their part in the group activities.

Undoubtedly, this type of organized play has its influence on the individuals in the school room and on their play before and after the school session. Group plays are found to displace the old time games which too often resulted in feuds rather than in cooperative activities. The control of the school is materially reenforced with every exercise by the control gained in group play and a mental attitude favorable to organized activities and respect for delegated authority is developed.

"We believe that education for the most profitable and enjoyable utilization of leisure time is as important for the workers as for professional men. We believe that our educational methods and our education values need reappraisal."
Editorial, Bulletin of the Taylor Society.

Industrial Recreation*

Ideals and aims of industrial recreation was the subject of a paper given by Mr. A. H. Wyman, Welfare Director of the Carnegie Steel Company, who told how the company is attempting, through its Welfare Department, to provide wholesome recreation not only for the employee, but for his family as well. The company's ideals for athletics are *First:* that all contests be conducted on the employee's time, even though this is not entirely possible in final championship contests between different plants. *Second:* to carry on successfully an athletic program, it has been found necessary to organize an athletic association and to place the reponsibility as largely as possible in the hands of the men themselves. *Third:* in order to make the athletic association self-supporting, there is a membership fee of $1.00, and a sustaining membership at $5.00. The present method of allowing the Association to manage athletics has been more successful than plant manager control used during the war. *Fourth*: eligibility for participation in inter-plant contests requires six months employment at the mill. This rule was found necessary in order to eliminate the high school and college athlete who wishes to make money out of his skill. The *fifth* ideal of the Welfare Department in the conduct of athletics, is to eliminate the type of paid athlete who is kept on the pay-roll for his athletic ability rather than his skill as a workman. This practice was particularly troublesome during the war when plant managers went to any length to secure a winning team. Mr. Wyman does not, however, attempt to exclude the professional athlete who is honestly employed in the plant. And *sixth,* Carnegie Steel has tried to standardize awards by substituting a letter, like the schools and colleges in place of expensive prizes.

Competition in plant athletics seems naturally to follow along inter-department and inter-plant lines and is carried on at noon as well as at the close of the working day. To insure success key men are picked to promote activities within departments and they in turn are responsible to the plant athletic association. A health program, Mr. Wyman feels, can be combined with athletics.

Carnegie plants are located in communities of from 5,000 to 20,000 population, and since the major part of the people are employed in the plant, the community becomes a Carnegie community. In many cases playgrounds have been turned over by local agencies to the Steel Company to operate. Mr. Wyman is making an effort to meet the needs of the family as a whole by providing mothers' clubs, moving pictures, and community centers. The foreign born are not so apt to become members of the athletic association as the native born employee, and this is due, in part, at least, to the fact that the foreigner does not understand American athletics. However, they are encouraged to continue or revive boxing and such other sports as they were fond of in the old country. When given an opportunity and encouragement, they respond with plays and games of their own as is shown by the fact that one hundred and fifty Slavs in one Carnegie community, planned and carried through a Slavish play fest on their local playground.

Although mere numbers do not measure the effect of a movement they may indicate roughly the interest. During 1919 about 12½% of the working force of the Carnegie plants were entered in some form of athletic competition. This figure indicates the number in active participation after the management of athletics was turned over to the employees. It is probably not a true indication of the number that will ultimately take part. During the war the plant manager played the part of Czar of Athletics with the sole aim of winning as many games as possible, and to this end he employed professionals whose first job was not to pour molten steel but to win baseball games. This policy was economically unsound; it not only lowered the per capita production but made the regular employee suspicious of the company—the backfire of dissatisfaction from the regular force was so strong that about seventy per cent of the industries discontinued all athletic programs. The twelve and one-half per cent actively enlisted in 1919 represents those who were cooperating under the democratic form of organization.

Mr. Wyman summarized the results of industrial athletics at the Carnegie Steel plants as follows: *first,* there has been a noticeable change in the physical and mental alertness of the employees as a result of which production has been increased in various departments; *second,* interdepartmental competition has promoted a better spirit of sportsmanship, and *third,* has brought about a closer welding of the heterogeneous mass of employees; *fourth,* there has sprung up among the employees a stronger feeling of loyalty to

* Summary of discussions at Section Meeting on Industrial Recreation given at the Recreation Congress, Atlantic City, New Jersey, October 9-12, 1922.

their bosses; and *fifth,* there has been developed a spirit of efficiency and pull-together that are essential factors in the success of any industry.

Dr. L. R. Burnett spoke of the Industrial Athletic Leagues in Paterson, N. J. The Recreation Department wishing to find a means of reaching the adults of the city with an athletic program, began by approaching the welfare managers of two of the large mills. The Recreation Department offered to furnish leaders for a track meet if the mills would furnish the place. The aim was to replace individual contestants with competing teams. Eight men from each mill entered for each of the following events and their individual scores added together made the score of the mill: shot put, broad jump, pull up, relay race and dip. After an outdoor meet was successfully run between these two mills an indoor contest was held. The news spread and other mills became interested, with the result that finally 40 mills were competing in an athletic carnival.

Paterson has an Industrial Athletic Association with membership based on the mill as a unit rather than individual. Any plant becomes a member by paying the $5 membership fee and membership automatically makes all employees of a plant eligible for plant competition after being thirty days on the payroll. Membership in the Association has not been confined to industries alone; the policemen, the post office employees, school teachers, master plumbers, and other groups maks up the 106 members in this industrial league.

The Recreation Department issues special rules for all games played such as hemenway ball, dodge ball, horse shoe pitching, basket ball and bowling.

The Board of Recreation, not having the use of public buildings in Paterson, requisitioned the schools for industrial athletics. Seven school buildings are in use this winter, each being open two nights for women, two nights for men, and one night for both men and women with a movie, dance or other social entertainment. In all athletic meets there are as many events for women as for men. It looks as if England's Olympic Team for Women would have to reckon with Paterson in the not distant future, for in the recent city-wide contest, they came within one point of winning the all-city championship.

The orginal expense of the first athletic meet was $600; this covered the cost of equipment, trophies, and organization. There are 18 trophies now used by the department but to become permanent property of a team the trophy must be won for three successive years.

Athletics for Girls in Industries

In the May *Playground* there appeared an account of the conferences on Athletics for Women and Girls which were held in April in Washington and in Springfield, Mass.

One of the questions which aroused most interest at the conferences was the problem of Athletics for Girls and Women in Industry. A number of leaders in industrial recreation who were present at the convention of the American Physical Education Association urged strongly that the Committee on Women's Athletics suggest a program which would be of assistance to them in planning for the athletic activities of the girls and women under their supervision. The committee accordingly drew up the following tentative recommendations which will later be supplemented, as the investigation and studies of the committee proceed.

"Since there has been a rapidly increasing public interest in women's athletics during the past two years with the natural formation of precedents which may have permanent effects on women's activities, the Committee on Women's Athletics of the American Physical Education Association, at a regular meeting held in Springfield, Massachusetts, April 11, 1923, voted to recommend the following tentative program for the earnest consideration of all who have control of Industrial Athletics for women.

"The following represents a series of group contests tending to produce the desired results:

1. 50 Yard Dashes Indoor
   60 Yard Dashes Outdoor
   Each organization entering 3, 5, 10 or more girls.
   A race for each 6 entries. Score team points for first in each race, 5; second, 4; third, 3; fourth, 2; fifth, 1.
2. 220 Yard Relay (4 runners each 55 yards)
   Each organization entering 2, 4, or more teams. A race for each five teams. Team points, first, 10; second, 5; third, 3; fourth, 1.
3. Standing Broad Jump
   Each organization to enter 5, 10 or more girls. Total distance of all jumpers to be team record. Team scores, first, 10; second, 5; third, 3; fourth, 1.
4. Running High Jump
   Each organization to enter 3, 5, 10 or more girls. Three heights only, such as 3′ 3″, 3′ 6″ and 3′ 9″. Team scores one point for each

member clearing first height in three trials; three points for second height; five points for third height.

5. Basket Ball Distance Throw

Arcs of circles shall be drawn 35′, 45′, and 55′ from a central point on the take-off line, back of which the thrower has an unlimited run.

An individual may be allowed to enter one track and one field event.

In recommending the above program, the committee feels the following points should be strongly emphasized:

1. That *group* contests for recreation be encouraged rather than individual events for championships and prizes of monetary value.
2. The contestants chosen should give a history of previous participation in these types of physical activity.
3. A medical history and examination of heart, lungs and thyroid should be required, and each contestant should be passed on by a nurse immediately before the meet to insure that she is in a fit condition to enter.
4. A modest costume adapted to the event is required.
5. As far as possible, trained women should have direct charge of these activities."

Wanted—Music.—Twenty thousand girl employees composing the White Goods Workers' Union are reported to have threatened to go on strike because they have been denied music and recreation rooms such as are provided in many department stores and factories. A statement issued by Abraham Schneider, manager of the union, according to the New York American, was as follows:

"The girls feel that they ought to have the music rooms which many thousands of girls have in stores and many big factories. They feel that a little music would do them any amount of good."

THE COVER

A very distinguished artist-contributor to the Playground and Recreation Association was asked to make a silhouette picture for THE PLAYGROUND that would carry the spirit of play to our readers, large and small. The picture carries the story of spring. In making acknowledgment of his contribution we regret that the artist is not willing that we should give his name.

Athletics for the Pre-Adolescent Girl*

By

JANET B. WALKER, Supervisor of Girls' Athletics, Board of Public Education, Philadelphia, Pa.

One of our foremost physical educators said, "You don't have to bother about the pre-adolescent girl!" That is indeed true and it is because you don't have to bother about her that she is such a joy to teach. There is no difficulty in getting the girl of this age to enter into all kinds of athletic or gymnastic work. She doesn't have to be coaxed, she is in the thick of the game and not standing on the side worrying about her hair or complexion.

While there is no particular need of bothering about girls of this age, it does not mean that they should be neglected. Far from it. In fact, we should put forth more effort and devote more time to develop in them *habits of exercise*. We all have lived long enough to know the power of habit. If this could be done, if we could train the girl in habits of exercise, establish the feeling of fitness, the joy of the glow that comes physically, the joy that comes from the contact in the game and competition—if we could so train the pre-adolescent along athletic lines, we might have a new type of adolescent, an improvement on the one obsessed with the powder puff.

There is not much difference between boys and girls of this age. To be sure there is a difference between their physical abilities at the present time, but in all likelihood even that difference may be effaced in years to come.

The records of our meets for the last ten years in jumping, throwing and running, show that the team average performances have steadily increased each year. Exercise from infancy is a natural means of growth. In older children every form of outdoor exercise should be encouraged. Dr. Holt says, "Up to the eleventh year no difference need be made in the exercise for the two sexes."

It does not seem so strange today to connect the boy with the girl in exercise but it was not so long ago that girls were not considered in exercise and it is quite recent that anything like athletic competition was thought possible or proper.

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* Discussion at Section Meeting on Recreation for Girls and Girls' Clubs, Recreation Congress, Atlantic City, October 9-12. 1922.

Only last spring I was surprised to find that our New York friends are still fearful of jumping for girls and yet proverbially slow Philadelphians are jumping.

Now that the social side of physical education is recognized as its important phase, now that we realize the wonderful possibilities of citizen training in this line of work, and have also recently discovered that women are citizens, we must come to the realization that everything must be done for the girls that is done for the boys.

In following the current publications we notice that the old discussions between the different systems of physical education have given way to the question of formal gymnastics versus play activities. Dr. Williams in speaking of adults says that they suffer from a lack of exercise. "The adult has not carried on his interest in motor activity because of two defects in his training:

1. The formal calisthenic training of school days offered no satisfying states and hence no habituation to exercise that would make for continuance after school days.

2. Athletic games and sports learned in school were so highly organized and required such expensive and elaborate equipment that they were not pursued."

These are just accusations, we must admit, and I think we have a great opportunity before us. Just now with the reorganization of the schools on the 6-3-3 plan we have a working basis for putting forward activities suited to the pre-adolescent. In our field day competition for some years we have had a group of schools in competition that have only the six grades and this group is growing. That is where much of our energy should be directed.

The mistake is often made of making our program too full. What we want is to choose a few fundamental activities, like running, jumping, throwing and climbing and a few simple games to be well learned till they can be played with real pleasure. For stimulating interest in athletic events in Philadelphia we have age-aim tests for the regular graded work, aims that every one is supposed to pass. After having passed these they are eligible for the first Athletic Ability Test which consists of Standing Broad Jump, Overhead Farthrow and 50-yard Dash and a Dodgeball Throw. In games we have after school and recess interclass games and inter school contests conducted in different sections of the city. Dodgeball and endball are the two games principally used for the pre-adolescent girl. Dodgeball seems to be the universal favorite. Swimming is another activity that ought to be and is being extended for the pre-adolescent girl. This is more difficult to give to every girl but it is something she will never forget.

Let us in dealing with these girls remember that the training should give life values. We want to give her wholesome play habits to carry over to the next stage of her development and later to the adult stage. Then we shall have more women approaching the perfectly educated person who, according to Herbert Spencer, is one who knows how to use her leisure.

"Practically every girls' club organization," said Miss Mary Curran of The East Pennsylvania League of Girls' Clubs, "is doing something along the physical education line." Because of the great expense of equipping a gymnasium or maintaining a swimming pool, or of maintaining a physical director on the staff, the clubs are using more and more the facilities and teachers provided by the municipal recreation departments.

Miss Louise Price in speaking of the Girl Scout program pointed out that the gregarious instinct should have an opportunity for proper expression. The Girl Scout movement supplies a well-rounded program for girls between the ages of 10 and 18 years, built on the idea of developing the "get together" spirit in ways that will form the basis for good citizenship later on. It is many sided. It gives

1. Training in wood-craft, instilling in the hearts of girls a love for outdoor life, a wakening in them of the spiritual values that come from an intimate knowledge of the wonders and mysteries of nature.

2. A Health Badge is offered to girls who comply with certain standards for health—hygienic measures that a girl can work out for herself without supervision.

3. Training in home craft, helping the girls to find a greater appeal in duties about the house by making a game of uninteresting work.

4. Training for citizenship by teaching the basis of the theory of civic training, that we learn to do by doing and to participate by participating —teaching them to stand ready to give their services in community affairs.

The fun and happiness brought to the lives of the girls helps them to form a habitually cheerful, happy outlook on life—one of the attributes of a good citizen.

A Meet for Married Women

By

C. E. Brewer

Commissioner of Recreation, Detriot, Michigan

The Detroit Department of Recreation is encouraging athletics for girls and women in all forms. It is the belief of the Department that the pre-adolescent girl can engage in many forms of athletics, provided she is trained in her school days and is led up to competition in the same manner that boys are.

For the girl who has already passed the adolescent stage, the Detroit Department of Recreation feels that the activities must conform to the physical condition of the girl, and precaution is taken against encouraging those forms of athletics which may be detrimental to the girl now in young womanhood.

The first indoor athletic meet for married women in Detroit was held on March 5th at the Barbour School. Both gymnasiums were used to run off the events and to accommodate the two thousand spectators—husbands and friends of the participants.

The events chosen were those in which groups or teams could compete—*Circle Relay; Zig Zag Ball; Over and under Relay,* and *Fire on the Mountain.* Four teams of ten each ran simultaneously and thirty teams—three hundred women—actually participated in all four events, the same team playing all four games.

In the preliminaries, only first place in each event was chosen; in the semi-finals, first and second places; and in the finals, first, second and third places. Five points were awarded to the team winning first place in each event in the finals; three for second place, and one for third place.

Keating Recreation Team #1 captured first place banner. The Northwestern Community House carried off second place banner, and Stephens Team #II were winners of the third place banner.

At the close of the meet, an exhibition of folk dancing was given by the Carstens Mothers' Gymnasium class, and a basket-ball game was played by the Stephens and the Keating teams.

Miss Lottie McDermott, Supervisor of Girls' and Women's activities, directed the meet, assisted by Miss May Patton and Miss Teresa Hennessey.

Judging from the interest and keen competition of every member of the thirty teams, the spirit in which they entered into the games and the vociferous applause of the spectators, as much benefit and enjoyment can be gained through competing in games as through other forms of competitive athletics, such as dashes, hurdles, and basketball.

For the Girls of St. Paul

St. Paul has a Girl's Community Service League composed of twenty active clubs with a membership, on January 1, 1923, of 367 girls, nearly all of whom are employed in offices, department stores, and factories.

One of the most interesting features of the program is the Monday Night Open House to which are invited young men and young women whose homes are not in St. Paul and to whom the opportunity for getting acquainted is exceedingly welcome. From a hundred to one hundred fifty attend these weekly "get togethers" and enjoy a program of dancing, games, music, and light refreshments.

During the past eight months, the members have conducted over a hundred and fifty programs of community sings and dances for disabled soldiers, mother's groups, churches, and schools. A picnic was given for the crippled boys at the Aberdeen Hospital, the girls furnishing automobiles for transportation and a picnic dinner for all.

Twenty girls who had completed a course in nutrition told fairy health stories during the summer at the St. Paul playgrounds. These were all illustrated with charts and living examples.

In June, the Community Service Pershing Club gave a tea to help with the education of a Croatian child who has recently come to America. The girls plan to take care of this child until she is able to support herself. Still another service activity of the League was the provision of Thanksgiving baskets for thirty-six families and

(*Continued on page* 192)

The Rutland Community House

In 1915 ex-Governor Mead of Vermont presented a community house to the Congregational Society of Rutland, with the provision that it be used as "a general center for wholesome recreation and social opportunity." The plant then consisted of a large building previously used as a private residence. In 1916 a modern gymnaisum was added, and in 1919 a Board of Directors representative of the community at large was chosen to conduct the work on a broad community basis.

At the present time there are two workers in charge—a director of girls' work and a director for boys. There are a number of clubs and groups organized under volunteer leadership who are responsible to the paid director. There is, for example, the "Can't Be Beat Club" of fifty high school girls (Freshmen), meeting every Monday for a gymnasium class and a social hour, followed by luncheon. There is, too, the "Vortex Club" of sixty-five girls(Sophomores, Juniors and Seniors) who meet weekly for luncheon and an hour of entertainment and classes in millinery, basketry, sewing, dancing and current events. Once a month boys are invited as guests.

Every Tuesday a class of boys and girls under fourteen meet for instruction in social dancing under a paid leader. One hundred sixty-five are enrolled. Dues for this class, as for most of the clubs, are five cents a week.

The Rutland Community Club for business women, organized under the auspices of the community house, is an organization of which any community might well be proud. It seeks to provide for its three hundred members an opportunity "for congenial friendship, recreation and helpfulness." All women over high school age, and particularly business women, are eligible for membership. Married women may not belong unless they are still business women or have been club members for two consecutive years before marriage. Married women, however, are not unprovided for, as there is a "Home Makers' Club" of eighty married women whose activities are much the same as those of the Rutland Community Club.

The Community Club meets weekly from October to May, and the rooms are open every Wednesday, which is the regular meeting day, from five to ten o'clock. Volunteer committees prepare a supper each week, for which a charge of twenty-five cents is made. Under the efficient system used, supper can be served in ten minutes and cleared in fifteen.

Following the supper, there is an hour's entertainment planned by committees made up of members of the club. This includes amateur plays, readings, games and community singing. Sometimes the plays are written by members of the group. The rest of the evening is devoted to various classes under the direction, for the most part, of volunteer instructors. Dressmaking, millinery, china painting, literature, needlecraft, cooking, dancing, basketry and bridge are all taught in the classes. A glee club is very popular. Tuition to the classes is included in the yearly dues of two dollars.

The Club's large gymnasium class and basketball team meet on another night, and an extra gymnasium fee of two dollars a year is charged for these. Four of the main features of the year are Mothers' Night, Fathers' Night, Open Night, and the annual picnic. Last year, the Club maintained a summer cottage.

The Catholic Women's Club of four hundred and fifty members, which branched out from the Community Club, has adopted much the same form of organization. In spite of the fact that dues are only a dollar a year, they have raised a fund of fifteen hundred dollars toward securing their own rooms. The relations between the Community Club and the Catholic Women's Club are very friendly.

In spite of the low dues which are charged for most of the clubs using the house, all the clubs are self-supporting. The community house budget for 1923 is sixty-five hundred dollars.

An inter-center meet, in which both boys and girls from the several centers participated, was held in August. Physical efficiency tests prescribed by the Playground and Recreation Association of America were given to all of the contestants; physical efficiency medals were awarded to the boys and girls who took the tests. Weekly inter-center athletic contests were also held throughout the summer. The schedule included contests between teams of both boys and girls. Keen rivalry and wholesome sportsmanship was developed as a result of these contests. The schedule of the inter-center activities included baseball, basket ball, dodge ball, end ball, volley ball, quoits and other athletic games.—From York, Pennsylvania, Annual Report.

Far Reaching Influences of the Drama Institute

By

Ethel Armes

How the program of a drama institute may influence the recreation activities of an entire community is strikingly illustrated in Berwyn, Illinois. Through the Drama Council of this little middle western city, a permanent result of the drama institute held there this past winter, under the direction of Nina B. Lamkin, a series of civic festivals is being developed in which a large majority of the people of the community are taking active part.

With the mapping out of a definite year's program of dramatic work for the children, a well organized method has been adopted to promote home recreation as well as school and playground activities. A group of community players has been established with the specific object of studying the drama and producing some of the best plays. A costume library and costume chest have been started. A woodland theatre is planned as well as a little theatre in the town. Community celebrations for May Day, Independence Day, Thanksgiving and Christmas have been outlined.

Children's Dramatic Department has been established including practically all of the school children of Berwyn. This swings around the story hour. Parents and neighborhood leaders combine efforts to bring together neighborhood groups of children, so that through the reading and dramatizing of stories, the making of little theatre models, working out stage sets, costumes; through rhythmic dances, folk dances, music, song and games a logical and well-rounded development of the cultural activities may take place.

The leader of each group reports to the secretary the number of children in her class and the list of stories being developed. Three or four of these stories were presented by different groups at a special children's matinee given in February and March, at which an admission charge of ten cents was made. Other groups were used for April.

At each matinee the public is informed of the general plan of the Children's Dramatic Department and an invitation given to other leaders to join in the work. Some funds for stage sets and costumes are obtained from the admission charge.

The following eight points in dramatizing a story are suggested by Miss Lamkin for leaders:

1. Choose the story with these things in mind:
   What is the average age of the group?
   Has the story plenty of action?
   Can the children understand all situations?
2. Tell the story emphasizing the important points.
   Have the children tell the story.
3. Discuss where scenes shall begin and end.
4. Discuss characters and try out for them. Each child tries for the one he wants to be. If they should all want to try out for the same part let them do it, each in his own way. Later the group will choose one for each of the parts.
5. Discuss entrances—exits, how best to set the stage.
6. Act out the scenes—have several sets of casts if necessary, so each child has a turn.
7. Discuss speaking parts. Let the children listen to each other and work out their words guided by the leader.
8. As you study the story adapt things at hand for settings, properties, costumes. Later create these in a more complete way and have a real little workshop.

When this drama institute was first opened under the auspices of the local Community Service, Miss Lamkin introduced several new features. The sessions were held in the Baptist Church, from 7:30 to 9:30 p. m. Reference tables of books, bulletins, lists of plays, pageants and festivals, were open for consultation and sale for the half hour preceding each session. Exhibits were also available of programs, costume plates, posters, pictures, costume models, little theatre models and stage sets. The intensive course included interesting popular phases of drama worked out in new and very practical ways. It aroused a wide and enthusiastic interest.

The institute work by the Drama Council of Community Service was demonstrated in one evening through the following program: a story dramatization, *Goldilocks and the Three Bears* by Emerson School children; a group of songs; a Bible play, *Daniel in the Lion's Den* by Irving School boys; concert features and two one-act plays, one *The Bear* by Anton Tchekoff, presented by the Dramatic Circle of the Berwyn Woman's Club; the other *The Slave with Two Faces* by Mary C. Davies, presented by The Berwyn Community Players.

The character of Evangeline as portrayed by the Community Service production of the Pagent, "The Attakapas Trail", given in Lafayette Parish, La., during April.

The Louisiana Pageant Celebration in Lafayette Parish.

The Attakapas Trail, a pageant in which 2,000 people took part, was presented at the Centennial Celebration of the community, April 6, under the direction of Community Service of Lafayette Parish.

The pageant was dramatized and directed by Nina B. Lamkin. It was written and developed through the efforts of many people on the basis of The History of Lafayette Parish, in which are woven stirring and dramatic events of Louisiana history, legend and story, from 1699 to the present time. This was written by Mr. Harry Lewis Griffin of the Southwestern Institute faculty. Other members of the faculty of this University wrote the prologues and other spoken parts.

The Parish School Board, The Red Cross, Policy Jury and the City Commissioners of Lafayette Parish cooperated actively with H. B. Skinner, executive director of Community Service and with Miss Lamkin. The pageant was a success financially as well as from an artistic viewpoint.

To quote *The Daily Advertiser,* "With clear sky and ideal weather prevailing, the pageant for which preparations had been under way for several weeks—the leading feature of the Centennial Week program—was presented in a most successful manner.

"It was an event which was not only of great interest, but one that was spectacular, inspiring. It was not only the staging of a great dramatic production, but it was also the paying of a tribute, first to the memory of those pioneers who blazed the path for future generations, and then to the record of the achievements and progress of later and more modern times."

Part of the field inside the track at the Fair Grounds formed the stage, with a background of green arranged with use of palm leaves and moss. A row of palms denoted the front line of the stage. There were many unusual phases to the pageant. The varied types of costumes constituted a very interesting and important feature. Properties used included articles of early warfare, an old spinning wheel, a prairie schooner, a corner stone for the Southwestern founding, and other equipment.

Community Drama on the North Shore

Among the cities recently starting activities leading to the establishment of Little Theatres and similar dramatic groups—and this form of art expression is growing rapidly as a part of the community program—is Evanston, Illinois. Organized in May, 1922, and incorporated under the laws of the State of Illinois, the Community Theatre Association is making its primary objective the securing of a community play house. Temporarily, however, it is using a few rooms as its work shop and is giving its productions in a public hall.

The North Shore Theatre Guild represents another interesting dramatic project having as its objective the consolidation of the major individual dramatic groups represented in the communities on the North Shore from Evanston to Lake Forest. To incorporate these groups into one large

(*Continued on page* 192)

Recreation in Porto Rico

By

Martha Travilla Speakman

Starting Recreation in Porto Rico was part of the Children's Year activities carried on by the United States Children's Bureau in Porto Rico during 1921-22. Everywhere the need for recreation, especially through games, was evident, but at first one hesitates to know what activities to offer to a people of Latin traditions, who still think and feel in Spanish, the majority of whom live in thatched huts amid banana and cocoanut trees. However, the Porto Rican Commissioner of Education and all the District Superintendents on the island were most cordial in their support. They gave the Children's Bureau every opportunity for free development of recreation in the schools. Regular training classes in organized play were held every week for teachers in San Juan and Santurce, and demonstration classes at the different Teachers' Institutes throughout the island. In San Juan and Santurce, due to the influence of these classes, a play period of twenty minutes supplanted the former ten-minute recess and the teachers went out on the playgrounds with the children and played the games which they had just learned at the Recreation Training classes.

The following account of how American games were started is typical. After attending the Teachers' Institute at Yauco—a small town near Guanica, the landing place of the American troops in 1898—the "Latita" (Spanish for little tin can), our battered-up 1913 Dodge, climbed the broad, white road over the mountains above Poncé. Starting from the coast lands, with their sugar cane and pineapple plantations, with the cocoas outlined against the blue green tropical sea, one climbs to altitudes where grow coffee, chocolate and tobacco. The highway is shaded with gorgeous flamboyant trees and brilliant tropical plants make the scene unreal in its beauty. At every turn of the road one saw little thatched huts or tiny cottages made of old packing boxes patched with tin cans, always with many children sitting around, the older ones clad in bright colors, the babies often not clad at all. To one not accustomed to Porto Rico, the question of why so many children were not in school might arise, and the answer would be there are over 400,000 children on this island and schools for less than half that number.

We passed several rural schoolhouses, square, wooden, gaily-painted buildings, always with an American flag proudly floating over them. At Utuado, an inland town high up in the mountains, we stopped to speak to the Superintendent of the District Schools. Miss Bary and I waited outside in the machine while the others went inside. After a few minutes I noticed two or three boys having an argument. Then one of them picked up a stone and the fight was on. I watched them for a minute or so, and then I got out and walked over to them, saying slowly in English, "Why don't you play a game instead of fighting?" The older boy, who had apparently started the row, stopped and stared and then said, "José, he no spik English. He is in the first grade only." There was my chance. "Would you like to be my interpreter and help me teach these boys some of the games the boys in the States play?" His face beamed from ear to ear and in another five minutes we were playing *Pom Pom Pullaway* on the narrow little street, with a crowd of fifty or sixty watching us with the keenest interest. In a few minutes the District Superintendent of Schools came out with his teachers and they begged that they be allowed to learn that game and any other games that they could teach their children.

A few weeks later we returned to Utuado to a District Conference, attended by over 100 rural teachers and all the boys and girls from the high schools, and had a "Play Day." First, the reason for playing games was explained, and the kind of games to play—simple games for little children and more complicated ones for older children, quiet games as well as active ones, indoor and outdoor games, team spirit, fair play, alertness, leadership and the need of getting the timid, bashful child into the game. They all joined in and played one game after another. The inspiration of their enthusiasm was beyond words! They craved play, they gave themselves to it wholeheartedly, and afterwards letters from all over that district came to us, indicating the children's enthusiasm. All over the island the need for games is the same, and this year the Children's Bureau plans to return for further conferences and demonstrations.

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A Play Program for the Schools

By

G. E. Bickford

City Recreation Director, Kenosha, Wisconsin

It was decided with the opening of the schools last September that the first organized recreation in Kenosha should favor the children. The Director of Recreation outlined a plan of organization and a program, submitted it to the Superintendent of schools, policies were decided upon and activities were begun at once. Eight grammar schools, three junior high schools and three parochial schools were organized. Since any recreation activity is just as worthy as the leader directing it, stress was next placed upon the selection of competent leadership. Sixty-six teachers of the public schools possessing the proper qualifications and training became leaders.

In the program of each school are included at least four activities which possess educational as well as recreational value. In folk dancing poise, grace and personality are developed; in story-telling a constructive imagination is inspired through quiet games pupils and teachers are mutually able to better understand such fundamentals as concentration, resourcefulness, originality; and active games develop character, self-reliance, self control. Through art activities an opportunity is provided for the expression of aesthetic talent.

Immediately following the dismissal of school on two afternoons a week the children join the group to which they are assigned at the beginning of the season, and for which a rotating program of activities is arranged. The principal of each school regulates the grouping and rotation and supervises matters of equipment and other special features. Leaders of the various activities report to the principal each evening. Interschool leagues for soccer, basket ball, and captain ball have been organized. Saturday morning gymnasium programs for girls and boys consisting of rhythm and mass games have also aroused a great deal of interest. A special feature was made possible through the cooperation of the Nash Motors, Public Schools and Department of Recreation. The Little Symphony Orchestra of Chicago was secured for three concerts and special programs of interest to the children were presented with invaluable results.

During the first six months the plan was in operation the attendance at these play periods was over 52,000. It was found that the interest absorbed in this way furnished a program for home play on the other four afternoons of the week.

Board of Education members have joined the ranks of those protesting elimination of physical education work in the elementary grades of Columbus public schools, as proposed by a general committee of the school system, in a report to Superintendent Collicott. The proposal was made in order to save money to meet a deficit of a quarter of a million dollars in operating expenses. Eliminations in manual training, home economics and library work have also brought protest.

"I do not believe the public would favor such action as proposed by the committee." Warner P. Simpson, ex-president of the board, said Monday. "Of course many of the academic people feel that the class-room work is of the greatest importance, but the health of our children and the development of their bodies is of greater importance. I believe such a move would be false economy. The committee is to be commended for its interest, and its efforts in attempting to meet the deficit, but physical education work must not be crippled."

Two Go Together

"Physical education and mental education must go hand in hand from the cradle to the grave." Fred D. Connolly, board member, said: "Of what use is education to a child with undeveloped body and undermined health. I am opposed to hindering the work in physical education in the elementary grades, at the age when it is most needed."

James A. Maddox, president of the board, said: "It would surely be a poor move, when national statistics show more than 25 per cent of the pupils in the schools are under-nourished. Some other way must be found to make up the deficit."

"I will certainly oppose any such movement, if it comes to the attention of the board," Rev. J. J. Tisdall said. "It may be necessary to eliminate or curtail some other department activities, but it would not be the part of wisdom to attempt to save money at the expense of the health of our school youngsters."—*From the Columbus, Ohio, Citizen.*

Fourth of July in Milwaukee

(*Continued from page* 143)

be kept good natured. To watch the children all day requires continuous vigilance, for there may be from eight to ten thousand of them in the park during the afternoon.

All parks are barred for the day to vehicle traffic of all kinds. On this day the parks belong to the children. They may do as they like and romp where they will without thought of harm. The first year that the parks were closed to traffic on July Fourth much indignant protest on the part of motorists arose; now it has become a recognized necessity to a successful and joyous celebration of the day, and no one complains.

After the distribution of the candy or the ice cream, there follows a period of fun and sports. A program of games is arranged by the public school recreation department. Miss Dorothy Enderis, the director of this department, is also a member of the Sane Fourth Commission, and play leaders from the city playgrounds are assigned to the different parks for the day. From 12:00 to 1:30 is luncheon time, after which games and races are resumed for another hour. At 3:00 o'clock a brief patriotic program is given.

Following the program comes the "do as you please" hour, and with it great and abiding joy. Games of old and modern times are indulged in by youth and adult. Parents may be seen playing *"Ring Around the Rosy," "Leap Frog," "Drop the Handkerchief,"* or other games of fond memories. Park committees vie with each other in arranging the most attractive afternoon program. Some parks arrange to have a program of dancing on this day. The dance of old takes its turn with the dance of the modern day.

At 7:00 o'clock the band concerts begin, with patriotic and topical airs, and when darkness overspreads the city, magnificent fireworks displays are given in all the parks adapted to these celebrations. Last year there were displays in seven of the ten parks and thousands upon thousands lined the park boundaries. The day, truly a happy one for all, ends at 9:00 or 9:30 o'clock.

Were a vote of the people to be taken upon the question of the desirability of returning to the old and dangerous celebration, it is doubtful if a hundred people in the city would favor abolishing the Sane Fourth Commission. Where formerly the children shot cannon crackers in

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yards or on the streets, causing injuries, handicapping them all the days of their life, or destroyed property through the reckless throwing of a fire cracker, there has been substituted a form of celebration that assures safety, protects buildings and produces joy instead of grief. The Sane Fourth has come to stay in this country, and to Milwaukee is ascribed much of the credit for bringing about this needed reform.

Fourth of July Fun for the Whole Town

(*Continued from page* 145)

tion drills and various stunt contests gave opportunity for everybody to participate. The greased pig contest caused much amusement. It was won by a thirteen-year-old boy, who also proved his skill in this direction by being the first to reach the top of the greased pole. Fireworks were the main attraction of the evening.

The successful promotion of the community celebration depends, of course, on a systematic plan of procedure, with plenty of time allowed for effecting an organization. This period of preparation has a value of its own in getting community groups together and giving them a chance to develop their ideas. Once enthusiasm for the celebration is aroused, there is practically no limit to the variety of events which may be included in the program.

Parks and Playgrounds

(*Continued from page* 155)

The outlying park reservations for excursions and outings like the Palisades Interstate Park up the Hudson River from New York City is a comparatively new feature of recreation ground development, which offers great possibilities for practical usefulness. This is primarily a park, although in addition to its wide ranges and camping and boating features, it may well include certain small areas developed for more intensive use, such as ball fields and even children's play spaces.

Seaside park and parks on the shores of lakes and rivers with their bathing accommodations fall logically in the middle ground between the community play field and the outlying forest reservation in the development of recreation.

America's Favorite Songs

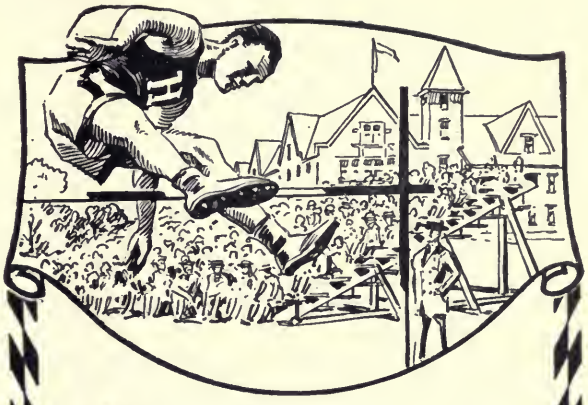
(*Continued from page* 173)

Working on the Railroad
L'il Liza Jane
Columbia, the Gem of the Ocean
Sweet Genevieve
Good Night, Ladies
A Perfect Day

The speaker related that the members of the Committee were making up a new list, retaining the songs on the leaders' list which they would favor and adding various others which they thought ought to be used in community singing, irrespective of whether or not they are now sung. In this way there would be obtained a second composite list, approached from another angle. A copy of the list was distributed to the supervisors present at the meeting. The supervisors were asked to take the list home and fill out a questionnaire, retaining their own favorites on the given list and adding others that they would choose. Said the speaker, "Of those songs that you approve, how many can the children sing? Of how many do the young people of the community know the words? How many are sung in the homes?

"It is also a vital part of the committee's plans to take a referendum to the people. We expect to have local voting contests through the newspapers. The combined list of songs resulting from all these inquiries is to be published by the papers for balloting. The individual will also be free to add to the ballot any additional favorites of his own. It will be interesting to see if the choice of songs varies in different sections of the country. At all events, this widespread inquiry should give us a fairly accurate opinion as to which are 'the most beloved songs of the American people.' "

The list of songs was given a widespread publicity by the press. The *Cleveland News* made the list the feature of its story of that day's meetings at the Conference. Two of the other Cleveland papers ran the list on the following day. The Cleveland correspondent of the Associated Press sent out a 200-word story which included the list of songs. The publication of this article in the leading dailies of the country was followed in several cases by editorials commenting upon the fact that the old songs were so greatly in the majority in the given list.



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For the Girls of St. Paul

(*Continued from page* 182)

of dinners, toys, and goodies for a hundred and fifty children at Christmas time.

Recreation for the club members themselves is necessarily an important part of the program. Three tennis courts were maintained for the girls during the summer of 1922. Members of the club and all boys and girls in the community who were not members of other tennis clubs made use of the courts. A moonlight excursion on the Mississippi River was given in July for about eight hundred people. The proceeds were used for community activities.

Classes in beginning and advanced cooking, gymnasium, bowling, dramatics, and hostess work have been conducted during the year and interest in each of these activities has grown steadily. When the graduates of the classes have become proficient, they serve as teachers for new classes.

The people of St. Paul, through the Community Chest and with the aid of the members of the clubs themselves, maintain the work. Activities are conducted in a nine room club house well equipped for all activities, headquarters for all Community Service work.

Community Drama on the North Shore

(*Continued from page* 185)

community project is the primary purpose of the Guild.

The Guild will present in the villages of the North Shore, four or more plays each year, plays of as high calibre and wide an appeal as is possible to secure. Everyone connected with the organization contributes his service, the only exception to this rule being that of the professional coach or director. To create and organize an intelligent audience, the Guild sells to the public annual subscription memberships of eight dollars. This fee entitles each member to two tickets to each of the four plays and to admission to such receptions as the Guild gives from time to time to visiting professional players, lecturers and dramatists.

At the Conventions

At the forty-fifth annual meeting of the American Library Association, held at Hot Springs, Arkansas, in April, much consideration was given the problem of interesting children in good books and helping to develop taste and discrimination. A closer cooperation between the library and the neighborhood motion picture house was one of the suggestions offered as a possible solution.

"If the standard, worth while books of bygone days and this, our day," said Mrs. Adele H. Maze, of Oak Park, Illinois, "were effectively filmed, they would be viewed and are viewed by millions of people whose first impulse after seeing the picture is to rush to the library and get the book, and if it is not in, reserve it. You are all aware of the demand for *The Three Musketeers, When Knighthood Was in Flower, The Prisoner of Zenda* and a host of other old favorites that some far-seeing producers have filmed, reviving pleasure and a decided interest in books that in some cases have remained unread for many months or years.

"We speak of effective cooperation and neighborly interest and the part the library can play in bringing about a situation in the community that may mean better films for the neighborhood theatre and a marked interest in books and subjects that are substantial and developing. This can be accomplished by untiring efforts and with the cooperation of all the civic organizations such as the Parent-Teacher Associations, Women's Clubs, Rotary Club, Lions' Clubs, the Church and the School. The sooner the librarians of this country, particularly children's librarians, step out of the children's room occasionally and go out into the highways of their communities, the more concrete good will be evidenced and the librarian will take the place of leadership which is rightfully hers in establishing the highest standards for the girls and boys about her.

"How can the children's librarian extend her greatest influence in establishing a worthy standard of motion pictures for children? The most successful way to stimulate reading and interest in pictures that have distinction and splendid background is to get into the fun with the children. At your Reading Clubs, Story Hours, special gatherings or groups, thrill with them and laugh with them in their whole-hearted enjoyment—ask them to converse about the pictures—have confidential, intimate chats about the

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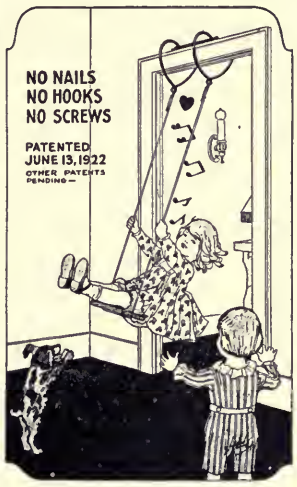

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plays you have seen, as well as the books you have read that have a distinct appeal to them. You cannot estimate what good may be accomplished in this way and long after they have left the books on the children's shelves behind for those of the adult rooms, this intimacy and informality which the children's librarian extended will be reflected in their maturer years."

Recent Conferences in the Field of Municipal Recreation

Early in March, the Superintendents of Municipal Recreation in the middle western cities in which J. R. Batchelor of the Playground and Recreation Association of America is acting as Continuation Field Secretary, came together in Milwaukee for a two-day conference on matters which were of interest to all.

The first morning of the conference was given over to a discussion of city-wide athletics, one of the biggest problems confronting the large cities of the middle west. A few of the superintendents were in favor of the establishment of an inter-city circuit, but others felt that pressure of work was such that little attention could be given this phase of the work. It was, therefore, the sentiment of the conference that the problem was one which the individual city must solve, and that little in the way of inter-city contests was practicable or advisable from the local standpoint.

Other main topics of discussion were the commercial recreation problem as outlined by C. E. Brewer, Recreation Commissioner of Detroit, and the extent to which it is desirable for municipal recreation departments to supervise commercial recreation facilities and activities as is done in Detroit; winter sports and ice rinks at St. Paul; the benefits of municipal theaters as based on the experience of Indianapolis in providing performances for the entire family. There were, too, discussions of mass play, contests, municipal Hallowe'en celebrations, publicity for recreation, and similar subjects.

On Saturday morning, the conference was thrown open for a general discussion, and much interest centered on the presentation of problems by individual superintendents and the constructive suggestions made by the other workers as to possible solutions.

A visit to three of the school centers conducted by the Extension Department of the Board of Education, under the leadership of Miss Dorothy Enderis, Director of the Department, was one of the most inspiring features of the Congress. Teeming as they were with activities of all kinds, the centers are a vivid demonstration of the value of a wider use of the school plant.

The superintendents attending the conference were enthusiastic over the value of these district conferences which are being made a part of the Continuation Field Service of the Playground and Recreation Association of America and were appreciative of the hospitality of the city of Milwaukee and of the part played by Miss Enderis in making the conference a success.

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"And when he was seventy years old, he said to himself, with a good deal of satisfaction, that now he could go a-fishing.

"But he discovered that he no longer wished to go a-fishing.

"Sadly he put away the rod and lines, and sadly he murmured to himself, 'Well, anyhow, I have been a Force for Progress and Civilization.'

"And perhaps it is kinder to let the poor old simp think that such things matter as much as going a-fishing."

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The Lancaster Conference

A conference similar in its scope to the Milwaukee meeting was held April 19-21 at Lancaster, Pa., for the New Jersey, Pennsylvania and West Virginia cities for which John Bradford is serving as Continuation Field Secretary.

City-wide gardening with a description of Lancaster's method of renting the gardens for a penny apiece and a presentation by the President of the Recreation Commission of the spiritual values of gardening to the child; school playgrounds; junior police; the finding and training of a summer playground staff; city-wide baseball; church leagues for baseball; adult recreation; pageantry; street play; and the necessity for providing for the industrial population through an adequate municipal recreation system were a few of the problems discussed.

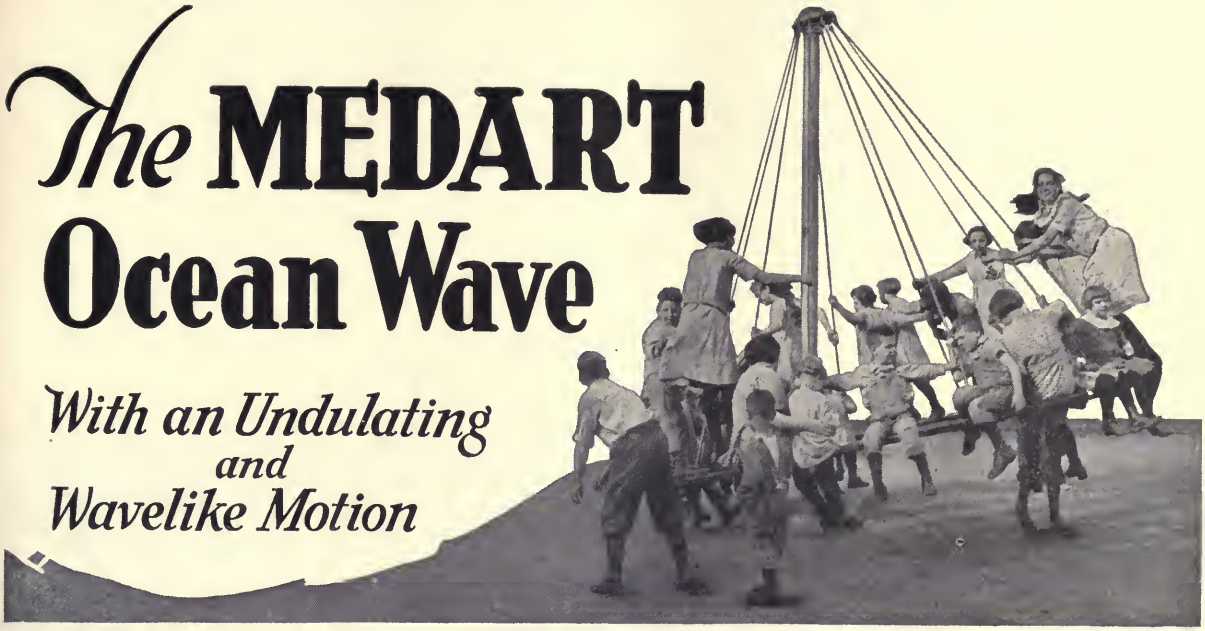
There was, too, an analysis of the factors entering into the publicity for recreation and suggestions regarding ways of attracting the attention of the community through the eye—by window displays, printed material, reports and newspaper articles—and for gaining confidence through a personal appearance before people with a personal appeal, and through the use of a method which reaches both the ears and the eyes—a demonstration of recreation in which the sight of colors, plays, games and mass activities, combined with the hearing of laughter and music.

A number of special features added greatly to the enjoyment of the delegates. None who saw it will soon forget the exhibit of playground handicraft work provided by the superintendents of recreation, which included toys, flowers, kites and other forms of constructive play, showing remarkable skill and workmanship. There was, too, a showing of films which aroused much interest—work in the hospitals in Reading, pet shows and winter sports, and street play in Newark. An automobile trip around the city followed by a banquet at the country club and an evening of games and singing was an expression of the city's hospitality much appreciated by the delegates.

This conference, the second to be held under the auspices of the Playground and Recreation Association of America in the Pennsylvania district, provided added testimony to the value of these small group conferences, giving as they do, opportunity for informal free discussion of mutual problems.

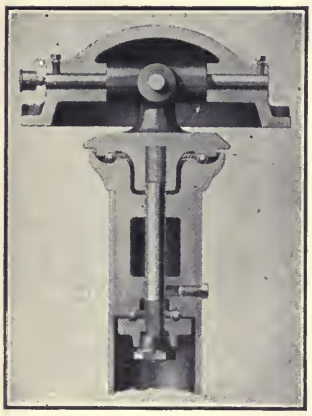
The MEDART Ocean Wave

With an Undulating and Wavelike Motion



Many years of experience have developed outstanding features in all MEDART Playground Apparatus. Take, for example, the Medart Ocean Wave Headpiece. It is built on the universal joint principle, which affords an even, smooth undulating and wavelike motion.

This feature also guarantees unlimited service and satisfaction and is a wonderful improvement over the usual ball-and-socket construction, which develops too large an amount of wear and friction.



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The Playground

Vol. XVII No. 4 JULY, 1923

The World at Play

A Federal Position Open.—The United States Civil Service Commission announces an open competitive examination for specialist in physical education and school hygiene in the Bureau of Education—Department of the Interior. The appointee, under general administrative supervision, will direct the activities of the division of physical education and school hygiene; conduct studies and gather and organize information in the field of physical education, and will assimilate such information through publication, correspondence and public addresses and other appropriate channels.

Receipt of applications will close on July 17. Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, or from the secretary of the Board of United States Civil Service Examiners at the post office or custom house of any city.

Another Training Course.—One of the most encouraging signs of progress in the leisure time movement is the multiplication of training courses of recreation workers. The latest to be announced is the course given under the Department of Parks and Public Property of Orange, N. J. The classes are being held every Tuesday evening during April, May and June. The subjects in which instruction is given include music—group singing—organization of playgrounds, plays and pageantry, equipment and layout of playgrounds, city-wide baseball activities, playground programs, storytelling for children, club organization, raffia and hand work and playground games.

The Recreation Training School of Chicago.—The recreation training school of Chicago, of which Miss Neva L. Boyd is Director, in announcing its course of 1923-24, calls special attention to its department on dramatic art of which Mrs. Charlotte Chorpennig is in charge. In this department opportunity is given for field work in schools, settlements and other groups, and courses are offered in playwriting and producing as well as other forms of dramatic expression.

This year there will be a summer term from July 2 to August 3 which will stress practical rather than theoretical work. The untrained worker lacking ability to coach plays, limited in a knowledge of folk dancing, games, gymnastics, athletics and group games for children and adults, will find the course exceedingly helpful.

Further information regarding the course may be secured from Miss Boyd at 1800 Halsted Street, Chicago.

Training Playground Workers in Japan.—The Training School for Christian Workers, opened in April by the Southern Methodist Mission in Osaka, is planning to offer kindergarten teachers a course in supervised playground work which will equip them for work not only with the very young children but with those from kindergarten age to twelve or fourteen years of age.

"Very little has been done in Japan along these lines," writes Miss Ruby Van Hooser, who is in charge of the work, "and we feel that our kindergarten teachers and Bible women, if trained in playground work, can make a real contribution to the young life of the empire."

Raze Ancient Buildings for Playground in Rome.—Space for the Knights of Columbus Vatican-American playground and gymnasium, now under construction on Vatican property donated by the Pope for the purpose, will be obtained by the razing of buildings several centuries old which have historical association with the ecclesiastical and artistic history of

the city. They have been ordered demolished by Vatican authorities to make way for the playground, which will be completed late next fall.

Cheaper than Going to the Movies.—The Board of Recreation Commissioners of Elizabeth, N. J., in issuing its Annual Report, points out that the per capita cost of recreation in that city is fifteen cents—"less than the cost of one visit to the moving picture show." Moving pictures were included in the program of the Board and each Wednesday night during the summer these pictures were shown to large crowds of people. The municipal shower baths and the outdoor swimming pool were popular features of the summer's program. During the past winter, the pool has served admirably as a skating rink.

Films for Hospital Use.—Mr. F. E. MacLean, Superintendent of Recreation at Reading, Pennsylvania, believes firmly that the municipal recreation department has a responsibility toward those of the community who are ill or in any way below normal. Believing firmly in the therapeutic values of play, Mr. MacLean has made a careful study of the psychological effects of various recreational activities on special cases. He has also studied the patients with whom he is dealing and has adapted the games to the individual. A motion picture film which Mr. MacLean has had taken shows the patients confined to their beds carrying on recreation activities.

Progress in the Motion Picture Industry.—At the annual meeting of the Motion Picture Producers and Distributors of America, Inc., on March 26, 1923, the following resolution was passed:

Now Therefore Be It Resolved that this Association and every member of it hereby reaffirms the determination "to establish and maintain the highest possible moral and artistic standards in motion picture production and to develop the educational as well as the entertainment value and the general usefulness of the motion picture," and

Be It Further Resolved that every effort be made to induce those companies which are not members of this Association to conform to these standards, and

Be It Further Resolved that this resolution shall be signed by the several members of this Association and such other companies, directors, scenario writers and others, who will by so doing signify their willingness to aid in this effort, and

Be It Further Resolved that the President of this Association be requested to advise those interested of this determination on the part of the Association to merit the faith reposed in it, to thank them for their cooperation, and to request them to continue to cooperate to the end that motion pictures may attain to their greatest usefulness.

A Great Historical Film.—In "The Covered Wagon" a thrilling chapter of our pioneer days in America is placed before us. The dangerous fording of the Platte River, the Buffalo hunt when food grew scarce, the fearful Indian attack, the arrival of news that gold had been found in California—are all shown.

The caravan is a real caravan. Six hundred oxen had to be broken in order to produce this picture. A thousand Indians participated in the making of the film. The tremendous handicaps overcome by our courageous early settlers are shown and the deadly perils that waylaid every covered wagon that started out to follow the trail to the Coast.

We all need to think of the severe life which our forefathers led, to realize the keen interest that every moment of the waking day brought to them and to consider how in our change to modern conditions the greater amount of spare time coming to America can be used to produce equally valuable citizens.

The Harmon Foundation Issues its Year Book.—The Harmon Foundation, Incorporated in November 1921, in making its report for 1922 outlines its method of work, tells of seventeen playgrounds which the foundation has been effective in helping to obtain, and two bond issues where aid was given in the organization of an educational campaign.

The year book also tells of the work of the Division of Students' Loans of the foundation through which students in twenty institutions have been aided.

A Survey of Recreation for Girls.—Under the auspices of the Contemporary Club of

Newark, New Jersey, a study has been made of the recreation facilities and activities available for the girls of the city. This study has been printed under the title "Girls' Recreation Survey of Newark." As a result of the study, it is urged that more year round playgrounds and neighborhood recreation centers be established; that city athletic fields, parks, and public baths be developed in certain districts of the city; that the public libraries be expanded as rapidly as possible in districts throughout the community; that work among colored and Italian girls be extended; that a committee of citizens take responsibility for the active supervision of dance halls in cooperation with the department of public safety and that the Girl Scouts and Camp Fire Girls have central offices and executive heads in the city. It was further recommended that a girls' Recreation Council be created and a full time girls' worker employed and that volunteers be trained for all branches of girls' work.

The American Legion National Essay Contest.—The American Legion announces an essay contest on the subject: "Why America Should Prohibit Immigration for Five Years." Boys and girls between the ages of twelve and eighteen years are eligible. The essays should not be over five hundred words in length. Cash prizes will be used toward scholarships in colleges designated by the winners, first prize, $750.00; second prize, $500.00; third prize, $250.00. Further information may be secured from The National Americanism Commission, The American Legion, Indianapolis, Indiana.

Quoits in Minneapolis.—The city of Minneapolis has recently constructed 160 courts for men and women in 26 neighborhood parks.

New Activities in Lafayette, La.—A Picnic Ground Department and a special Business Men's Conditioning Class are the latest additions to the activities of Lafayette Community Service. The Picnic Bureau has a list of all available grounds and their condition within a ten-mile radius and supplies information on how to reach them, road conditions, water supply and other facts of interest.

Through the Conditioning Class for Business Men, special charts of exercises are prepared designed to reduce the waist line, remedy faulty digestion and poor sleeping and provide other corrective measures.

Worth Considering.—Oskaloosa, we learn, has twenty-four churches, and yet its worthy inhabitants are worried about sinfulness. The Caller from Collier's quotes one resident as saying: "As for the average youngster in Oskaloosa, he's got to choose between being holy and being tough."

Isn't it possible that this community of less than 10,000 is one of the many towns which are "over-churched"? Suppose there were only half as many churches there. Suppose some of the energy now devoted to running the other twelve were expended in making the town more truly sociable. The best way to make sin unattractive is to provide something more attractive. And if two dozen churches can't do it, why not experiment with other schemes! The churches themselves would gain in the end.—*From Collier's Magazine*

A Novel Community Activity.—East Jaffray, New Hampshire, with a population of about twenty-four hundred, has been working hard through the Parent Teacher Associations and other groups to start a playground for the five hundred children of the community. Several acres of land have been purchased, equipment bought and a grand stand erected. This year, efforts are being directed toward raising money for the salary of the play leader.

A number of interesting methods have been devised for raising money. Of these, a May breakfast, served May Day morning, was perhaps the most novel. At five o'clock the first breakfasts were served, and from that time on people continued to come until nine o'clock. There were mill and factory workers, store keepers, and whole families and clubs. Three buglers, one in the belfry of the Universalist church, one in the Baptist church, and the third in the grand stand, sounded the call to breakfast and awakened the people by playing *Oh, How I Hate to Get Up in the Morning.* This was followed by the mess call. May maidens were to have sung May carols in the town square, but the cold weather made it necessary to omit this part of the program. Boy Scouts, Girl Scouts and the senior class of the high school all assisted in making the affair a success.

Home Talent.—Every Monday evening is Talent Discovery Night at the local theater of Moline, Illinois. The Community Service Council is sponsoring these performances which are bringing out unsuspected talent and give opportunity for self expression and development for many people. The performances are arousing much interest among the people of the town.

Local Talent Popular.—Anderson, South Carolina, believes in itself and its local talent. There are twelve teams in the Community Service Baseball League which is arousing tremendous interest and providing much material for the local press. The teams play daily at six o'clock. There is a larger attendance at these amateur games than there was at the professional league games which were recently played in the city.

Interested citizens have been very generous in offering the use of vacant lots as playgrounds. Some of these will be used for tennis courts, some for little children's playgrounds and others for ball fields and play fields for older children and adults. The mayor has promised the help of the city in preparing the grounds and the local sign painter has promised to make signs for the grounds free of charge.

A Summer Camp through The Rotarians.—The Rotary Club of Gastonia, North Carolina, has purchased twenty-six acres of land six miles out from town at the foot of a mountain to be used for a summer camp and park purposes. Twenty army tents have already been purchased and the city is furnishing men and teams for clearing the site. While the camp is known as a boys' camp, it will not be used exclusively for boys. At certain periods of the summer it will be given over to the girls of Gastonia.

Publicity for Safe and Sane Celebrations.—The National Safety First Council has devised a Fourth of July poster in the interest of safe and sane celebrations which may be secured from the Council, 168 North Michigan Avenue, Chicago, Illinois, at the rate of five cents each for the first hundred copies and three cents for each poster in excess of a hundred.

A Popular County Fair and Circus.—The community center of Conshohocken, Pa., which has just completed its second year's work, reports as one of its outstanding events in 1922 a county fair and circus, the proceeds of which, approximately $1700, made possible the continuance of summer band concerts in the park, street dances and similar events.

So successful was the 1922 circus that another will be held this year. It will open with a time honored parade, in which Krazy Klowns, Krazier Komics, and other features will appear. There will be sewing and baking exhibits for which prizes are offered. A baby show and parade will be a popular feature. Stunts, gymnastics, novelty acts, boxing, fortune telling, music and dancing will all have a place on the program, and the side shows will be unsurpassed.

It is expected that the sale of food in the cafeteria and of soft drinks, ice cream, candy, peanuts and popcorn, flowers, fruits and vegetables will realize this year, as it did last, a considerable sum for the work of the center.

May Day Celebrations.—May Day celebrations have lost not one bit of their popularity, judging from the reports which have reached the office of the Association.

The celebration at Hagerstown, Maryland, held under the auspices of Community Service, is typical of many which were given. There was the queen with her court of heralds, pages, flower girls and train bearers elected by school vote, who sat among her people to be entertained by them with a varied program of folk dances. Sweden, Scotland, Denmark, America, Holland, Japan, Ireland and Greece were among the nations represented, each by an individual school. All schools combined for the big May Pole dance.

The Fitchburg Rose Club.—"A city and its people are judged by the flowers they grow, and I wouldn't live in a city without flowers because it would be a bad hole," said an officer of the recently organized Rose Club in Fitchburg, Massachusetts.

"Every one should have a hobby, and what's a more worth while way of spending one's leisure time than tending and growing roses?" The club is community-wide and open to anyone owning six rose bushes. So far there are

eighty members and they have decided to pay $1.00 annual dues so as to buy more roses.

Among Community Choruses.—A rising standard of musical programs is very noticeable among the reports of spring festivals. Stainer's *Crucifixion* was sung with almost professional skill by a mixed choir at Christ Church, Greenville, South Carolina. The Adams, Massachusetts, Choral Society gave *The Erl-King's Daughter*. Clarksville, Tennessee, has instituted Sunday afternoon organ recitals in the various churches. An operetta, *Yokohama Maid,* was sung under the auspices of Clarksville Community Service. Visalia, California, and Augusta, Georgia, greeted Easter Day with sunrise services. The Community Service Orchestra of Easton, Pennsylvania, played Easter carols in various parts of the city.

Among the new community music ventures are the Community Chorus of Monroe, Michigan; and the Music Club of Port Arthur, Texas. The Community Chorus of Iola, Kansas, has secured John V. Roberts as its permanent director.

Mrs. Bond Honor-Guest at California Festival.—Carrie Jacobs Bond, the composer, was the guest of honor at this year's Blossom Festival at Saratoga, California. In the final program Mrs. Bond gave a talk on community music. She also played the accompaniments for the singing of several of her songs, including *A Perfect Day* which was sung by the audience and chorus as the finale of the Festival. Her new song *The Forget Me Not* was sung by Mrs. Velma B. Cox. The musical programs for the Festival were under the direction of Alexander Stewart, musical organizer for Community Service. The participants included the College of Pacific Chorus, directed by Charles M. Dennis; the College of Pacific Orchestra, Miles A. Dresskell, director; the San Jose High School Orchestra, George T. Matthews, director; an American Legion quartet and several soloists.

Orchestras Play Music in Hornell Memory Contest.—Several orchestral performances helped to familiarize the public in Hornell, N. Y., with selections in that city's recent music memory contest. When the Symphony Orchestra from Ithaca Conservatory of Music appeared in Hornell under the auspices of the Teachers' Association it performed a few of the contest numbers. On the printed program there was a note "Music Memory Contest Number" following each of these selections. The orchestras in the two local theatres also played music memory numbers every Saturday evening.

Colored Chorus and Orchestra Heard in Richmond, Indiana.—An example of interracial cooperation through music was afforded by the joint concert by the Community Choral and Orchestra of the Townsend Branch, Richmond, Community Service, which is the recreation organization of the colored citizens in Richmond, Indiana. The recital was given at the West Richmond Friends Church and it was for the joint benefit of the Community Service work and of the Southland Institute, an industrial school for Negroes at Helena, Arkansas, maintained by the Society of Friends. The chief choral offering was Gounod's *Gallia* accompanied by Mrs. Ethel R. Clark, director of the Chorus and Orchestra, and with Mrs. Anna Moore as the soloist. *Deep River* was sung by the male chorus. The Orchestra offered several numbers including "Gems of Stephen Foster" with Martha Pick at the organ. A visiting soloist was T. Theodore Taylor, pianist, of Chicago.

Athletics for All at Harvard.—Another step in the growing recognition among American colleges that the star team system does not work to the best interest of the student body is seen in the recent action of the Harvard committee on athletics in turning over all but the current fund of the athletic association to the Treasurer of the University for deposit, pending capital expenditures. This was done not only to secure higher interest but to make it evident that the athletic association is an integral part of the University.

The standing committee believes that "athletics for all" has materially developed sports to the point where much of the high moral standard of the present day students can be traced to athletic influence. Prescription of exercise beyond the freshman year was voted down, although it was decided to provide every facility for optional exercise.

"To sacrifice the all-round development of individual undergraduates to the entertainment of graduates or the public, or to the supposed extension of the influence of the university would be as mistaken as to disregard entirely the educational values of athletic spectacles."

Athletic Field Adjoins Hospital.—Official recognition of the therapeutic value of play for the neuro-psychiatric patient is indicated by the recent authorization by the Veterans' Bureau for the construction of a six-acre recreation field at U. S. Veterans' Hospital 81, the Bronx, New York. A baseball diamond, running track, football field, tennis, handball and volley ball courts are in the specifications.

Street Showers in Detroit.—Last year the Department of Recreation, in cooperation with the Board of Fire Commissioners, inaugurated a system of street showers. In lieu of a special fitting, the Department used the basement sprayer which the Fire Department utilizes in putting out basement fires, and which breaks the water up into a very fine mist or spray.

Because of the expense of these basement sprayers, Chief Ramsey of the Construction Department of the Fire Department, has provided a substitute with a fixture consisting of a coupling with an elbow supporting a two inch pipe vertically in the air, which is attached to the fire hydrant. On one side of it small perforations are drilled at an angle of 45 degrees. When this is attached to the hydrant and the water is turned on, the high pressure forces the water out of these small perforations, making a very effective street shower at a very small cost. They can be very easily detached in case the hydrant is needed for fire purposes.

These shower baths are distributed among the fire stations in the congested districts of the city, some being held in reserve to be taken by crews of men to various street hydrants where shower baths will be given at different periods during the day, thereby covering congested districts of the city where there are no fire stations. They are usually arranged for side streets where there is no heavy traffic and during the time the shower bath is taken —not more than half an hour—all traffic is excluded.

Detroit's New Shelter House.—Some very interesting plans have been received from C. E. Brewer, Commissioner of Recreation, Detroit, for what he calls "Detroit's fool-proof and, we hope, almost indestructible shelter building" to be erected in the city's new playgrounds.

The building has no windows on the sides, but is lighted through sky-lights. This will make impossible the breaking of windows by the throwing of stones. The work is all concrete and wire cut brick to prevent marking, and all plumbing equipment is automatic without any valves or fixtures which can be destroyed or put out of commission readily. The door is to be made of steel.

The shelter house which is 20′ x 20′, contains a store room, drinking fountain and lavatories for boys and girls. An 8¼ inch brick wall separates the toilets.

The plans and specifications were drawn up by the Engineering Division of the Department of Street Railways, and the buildings will be erected under the direction of the Department of Public Works.

"Going in for Recreation."—Thus the Huntsville News describes the club recently organized by the employees of the Alabama Power Company which will devote its energies to making Camp Mitchell one of the finest hunting, fishing, and outdoor resorts in the South.

The Power Company has donated to the club 34 houses which were part of the Mitchell Construction Camp. In addition to remodeling and furnishing the houses, the company will construct a concrete swimming pool, boat house, club house and dance hall and will provide many other facilities.

The Alabama Power Company is supported and managed entirely by employees of the company; a board of governors of 33 members will have charge of the club's affairs.

After Playgrounds.—The Allied Civic Organizations of the Borough of Queens, New York City, are out for playgrounds in the Borough. Brooklyn and Manhattan are provided with well-equipped centers and play

streets but Queens is almost neglected. Now the civic organizations want real playgrounds, not temporarily loaned vacant lots. The Commissioner of Public Works is strongly in sympathy with the agitation.

Funds for Recreation at Waukesha, Wisconsin.—The Playground Committee of the municipal league secures all its funds for summer playground work through the sale of anti-tuberculosis stamps. It is considered that playground work may legitimately be apportioned funds from the proceeds of the sale on the ground that playgrounds will prevent tuberculosis.

Gloucester's Birthday Gift.—In planning to celebrate the 300th Anniversary of the founding of the City of Gloucester, Massachusetts, the local Community Service Committee at first thought of presenting a historical pageant. After deliberation, however, they decided that money which might be spent in that way would bring greater returns if invested in a community athletic field, as a permanent memorial. An appropriation of $10,000 from the city, and a gift of $5,000 from the citizens will finance the project.

Settlement Newspaper.—Under the leadership of Sidney A. Teller, the Irene Kaufmann Settlement of Pittsburgh, Pennsylvania, publishes an attractive semi-monthly paper called I. K. S. Neighbors. Mr. Teller is always a most active booster for the whole leisure time movement.

The Smithville Gazette.—Our Village, conducted on the playgrounds bequeathed by William and Sarah Smith, of Philadelphia, publishes the Smithville Gazette, "all the news that's fit to print," which bears internal evidence of a project actually carried on by a youthful staff. Jokes, advertisements, riddles, and "literature" in addition to news notes of the Village fill the columns of the Gazette.

"The golf links lie so near the mill
That almost every day
The laboring children can look out
And see the men at play."
Sarah Claghorn

New Phases of Recreation Work in Portland

The recreation program of Portland, Oregon, this season shows a significant growth.

New and extensive uses of school property for recreation purposes are being developed in connection with school playgrounds and school gymnasiums, while the cooperation of the Portland Library Association in furnishing storytellers every week to certain of the schools helps greatly to coordinate all phases of recreation work.

In one section of Portland where there is an unusual number of apartment houses, and consequently rather restricted play opportunities for children, the school playground of that district is being kept open every school day from 3:30 to 5 o'clock and the local Parent-Teachers Association which works in cooperation with Portland Community Service, sends two play leaders daily to direct the play of the children. From 50 to 100 children took advantage of these play periods all winter and many more are attending during the warm weather. On rainy days the school gymnasium is used.

This play program is well organized and is personally directed by Mrs. D. B. Catten, president of the Couch Parent Teachers Association. Every Friday the play leaders meet at the school in question and plan their program for the following week.

As for the general use of public school gymnasiums throughout the entire city a summary recently prepared by John C. Henderson, executive secretary of Portland Community Service, shows an interesting situation. The gymnasiums of fourteen public schols are being used for recreation activities twenty-six periods per week under the auspices of Portland Community Service. There is a total monthly attendance of four thousand people.

Members of the various boys' athletic and recreation clubs of the city, athletic leagues, and ball teams of local stores manufacturing and industrial companies all use these public school gyms certain stated nights each week, while the girls, recreation classes, under the direction of Miss Aline Noren; the Community Service Hikers' Club; and the Community Service organization for the young colored men of Portland, meet other specified evenings at the different school centers.

A Leader in the Recreation Movement

George Sim

Superintendent of Recreation, Sacramento, Cal.

Because he is a self-made man and he decided to make himself an expert in municipal recreation.

Because he started his career serving sodas over a drug store counter and he now serves play and happiness to the city of Sacramento.

Because he has been largely responsible for Sacramento's broad program of park and playground recreation, community music, community dramatics and municipal camping.

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120 Boylston Street,
Boston, Massachusetts,
June 15, 1923

Publishers of The Playground,
315 Fourth Ave., New York, N. Y.
Dear Sirs:

I have just removed the wrapper of our copy of The Playground and cannot wait to look inside this number before sitting down and writing you my congratulations upon your front cover design, —and its execution by the printer. This design is simply superb in its subordination of *everything* to the one splendid, joyous, absorbing human experience of the two children in the swing. There's not a soul alive that has not had this experience. There is no other like it. It is of the very essence of heaven. To these children, at this moment, there is no evil in the world. To exist is pure bliss. The swing is hung just right. One can feel the slight bending and swaying of the branch of the tree. Even *it* seems to feel the pure joy of the occasion. The little girl and the little boy are placed right,—in characteristic attitudes. The girl is safely seated. She looks up to the boy. The boy is more venturesome,—he stands and *guards* and *watches* while he makes things *go*. His glance is outward into life, but he holds onto his companion. He feels his responsibility. He is equal to the occasion. He will see to it that the little girl is not hurt while he demonstrates his strength and daring. He is *inspired* and *strengthened*. She is *happy* and *dynamic* in her unrealized femininity. God bless them and help them to grow up untainted by the follies and fallacies of modern frivolous, fashionable, adult society!

Respectfully and sincerely yours,
(Signed) Frank H. Palmer

Recreation for Girls

By Ruth I. Stone

Director of the Women's Service Department, Hawthorne Works, Western Electric Company

The problem in industry, Frances Perkins has said, is the problem of the flapper and the working mother. The men in industry are rather evenly divided in different age groups, but the women are massed at the two extremes. A great majority of them are the young girls who seek employment during the period between their school days and marriage. The other large group is the widowed mothers, whose spare time is consumed with household duties.

The Young Girl and Her Recreation

The young girl presents very much of a problem. Though she may sit all day handling light piece parts, she is as tired as her mother who is kept busy at home with her household duties. The reason is largely psychological. We are taught that no one can be expected to concentrate for more than fifteen minutes at a time, and yet most of the girls in modern manufacturing organizations work continuously from one to two hours. While they may not be physically tired at the end of the day they are nervously exhausted and are much in need of carefully supervised and well-planned recreation.

As a result of the study made by the Federation of Settlements in Chicago of the type of girl who used the settlement houses, it was found that less than twenty-five per cent of the girls were employed. This places a responsibility upon industry to provide some recreational activities. In an effort to learn what industrial plants were doing, a survey was made recently of the recreational efforts of thirty-five industrial concerns in Chicago, with a combined force of 31,000 women workers. It developed that only five of these organizations have provided athletic facilities and playgrounds, and only four maintain vacation camps. Nine have gymnasium work; seven conduct field meets, and six arrange for swimming pools.

Recreation in the Western Electric Company of Chicago

The Western Electric Company, which with its 30,000 employees represents the city's largest industrial body, has put the problem of employee recreation right up to the workers themselves. Ten years ago the employees organized what is known as the Hawthorne Club and what was recently dubbed by Hugh Fullerton, the noted sport critic, "the largest athletic association in the world." Any person with three months' service with the company is automatically a member, without financial obligation, and may hold office after three years' service. Today there are 28,000 in the club. The president of the club and the board of directors are elected by the members, and these appoint committees who conduct the various activities. On the athletic committee there is always a woman who is responsible for the women's recreation.

The company maintains a ten acre athletic field dedicated to those employees who lost their lives in the World War. It is equipped with sixteen tennis courts, a baseball diamond, running track, jumping pits and grand stand. On the completion of the field in 1921, an effort was made to enlarge the scope of the women's athletics. We were confronted with a situation in which a small group of girls was interested in a variety of athletics. The problem was how to arouse the interest of a large number of girls. In the past year and a half we have been busy on a program that finally is beginning to show results.

From a modest list of recreation activities our athletic curriculum for the girls and women at the plant has developed until today we have well organized groups of competitors in fourteen branches of sport. This growth has been paralleled by the acquisition of constantly improving athletic centers for the various teams. Lacking a basket-ball court at the works, we have rented a nearby gymnasium with an appropriation from the budget for women's activities. In similar fashion we have acquired the use of a swimming pool at one of the local high schools, an indoor baseball diamond at one of the settlement houses, a running track at another, and accommodations at two of the most spacious bowling alleys in the midwest.

Wherever possible, the coaching of the girls'

teams has been placed in the hands of experts. Our track squad is handled by one of the foremost point winners of the Illinois Athletic Club; our basketball sextet has been supervised by one of the men employees who starred for the University of Michigan only two years ago, and in all the other departments of our program the same attention to proper training has been emphasized as far as possible. All of our coaches are volunteers.

The past six months have seen our girls really waking up to the recreation advantages at their disposal. Bowling proved so popular that we were able to organize not only a very strong All-Hawthorne team for competition with the other women's industrial bodies around Chicago, but, what proved more interesting to the girls at the plant, we had a keenly waged tournament in which teams were entered from each branch at the works. Before the season had been under way two weeks, the women's bowling manager was making accommodations for 530 players.

Rifle Shooting Popular

Another team which proved particularly attractive was the rifle shooting club. Organized as an experiment at the rifle range maintained on the company tract for the men of the plant, and coached by three experts who had represented Illinois in the Interstate Civilians' Tournament in 1922, our industrial Annie Oakleys turned out 96 potential sharpshooters, some of whom qualified for the marksmen class before the season ended. In fact, in the interdepartmental shooting tournament that preceded the seasonal wind-up of work on the indoor range, a team of girls competing against forty men's teams won fifth place in the finals.

A suggestion for golf lessons which came from the office girls met with some objection by the girls in the factory, but their prejudice was overcome and it is now a popular sport. Last year painters' canvas was hung in the restaurant building and one of our employees, who is a professional, taught the girls golf. During the recent cold months they went to his shop as he gave them specially reduced rates.

A curious bit of psychology was encountered with the horseback riding. While the shop girls considered golf outside their realm of activities, they embraced horseback riding with an astonishing amount of enthusiasm. At first it was impossible to secure enough horses to supply the demand, but since stables have been established not far from the plant, and near a bridle path in one of the large parks, the problem has worked out satisfactorily and riding is giving much pleasure. There are now 127 girls in our riding club.

Tennis has been so popular that we have had to schedule the courts a week ahead, and the older players have been very generous in giving their time to teach the beginners. Not only have we had tennis tournaments within the Works, but have challenged the teams of other concerns.

A Track Meet Ends the Season

It has been the practice of the Hawthorne Club to hold a large track meet each fall. It is spectacular and has always been popular, but I question its value or the wisdom of promoting it for the girls, because a track meet is of little benefit to the general health of an individual or group. I believe it should be put on, as is done by us—merely as an exhibition of a season's work, and I question the advisability of entering a group of untrained and unprepared girls for such competitive events.

As to those activities which we have found the most popular, without a doubt, bowling and rifle shooting are in the lead and appeal to the older as well as the younger girls. I believe that swimming and tennis are of the most value and should be encouraged.

We realize that our efforts to date have been largely those of a pioneer and confined to doing those things that could be the most easily organized. In the future we can not be content until we have a broader program which should include more noon activities. It is essential, if the girl is to start her afternoon's work with anything like the vigor with which she came to work in the morning, that she leave her bench or desk during her lunch hour and get some exercise in the open air. I should not recommend vigorous activities like baseball or running, but I believe quoits or croquet would be adequate and popular.

It is essential that every effort be made to connect the girls with the recreation center nearest their homes, first, because the company believes that the most satisfactory results are derived when the girls play with groups which are in no way connected with their work, and, second, because it would be impossible for a company primarily interested in production, to equip

(*Continued on page 248*)

Playing and Praying

By Kathleen Crowley

"Can you find time to play with the ministers who are attending the Conference?"

That was the beginning. I was crossing the beautiful campus of Ohio State University when the Director of Physical Education startled me with this amazing question. The query left me —a mere woman—speechless.

Of course all of us knew of the conference of rural ministers in session at the University. Religious problems were being discussed; celebrated professors were lecturing on special subjects; a unique entertainment program, supposedly pleasing to ministers of the Gospel, was being followed.

"How could the Physical Education Department help the Conference?" "Could I play with these holy men and teach them the Gospel of Play?" When one has made a business of play and has devoted one's life to playing with boys and girls of all ages from 5 to 50, and 11 nationalities including policemen, firemen, lawyers and doctors, a proposal to take in hand 40 or 50 ministers and teach them to play is likely to come as somewhat of a shock; and it was with no assurance of success but with a thought that here was an experience entirely new that I agreed to arrange the schedule so as to make room for as many ministers as were in a playful mood.

"How should one play with ministers?" "How should one begin to play with ministers?" This new and rather awesome problem accompanied me to lectures; it walked with me across the campus to sit with me at meals; the big chair on the piazza rocked it to sleep only to have it crawl beneath my pillow wide awake and unsolved when the day's work was done.

Finally without in any way solving the problem of how one woman should teach 40 ministers to play we met at the gymnasium. I began in fear and trembling, with a little prayer welling up from my heart. I finished with a great joy. For we had played, two score of us, for more than two hours; until all of us who had taken active part were aching in every muscle from the unaccustomed exercise and the unwonted effort, and players and onlookers were breathless with laughter. Most of us had not come prepared for such strenuous exercises, but, you should have seen the way the reverend gentlemen discarded coats, collars, ties—and even shoes—as the game progressed, and *Looby Loo* gave way to the *Farmer in the Dell* and *Ham, Ham, Chicken, Bacon* ran a race for popularity with *Duck on a Rock* and *Hill Dill.* It was a glorious two hours and best of all, what had originally been planned as a two-hour play period had lengthened into two or three sessions every day for the entire

week with more men of prayer joining us each time. Many of the games were new to them, and seeing the possibilities for the children in their country parishes, they wanted to come again and again so they could learn them thoroughly and take them back home. These formidable ministers of the Gospel turned out to be frolicsome boys once they had doffed the austere garments of the clergy. Besides the fun, however, the real purpose of the play period was never lost sight of. If a point was not clear we took time to play the game over again in order to emphasize the correct method.

The last play hour was just as strenuous as the first and the teams neither asked for nor gave quarter. We played *Bat Ball.* Rather, the ministers played; I acted as umpire. It proved to be a hard fought set, too. As the final score was announced they all gathered around me, tears of joy and thankfulness filled my eyes as forty voices said, "Farewell! May God bless you always." One of the greatest privileges of my life was ended. Through these ministers I was sending to the children of many rural communities a few new chapters in the Gospel of Play.

Fundamentals in Community Recreation on Which All Ought to Agree

We hold these truths to be self-evident; that all men are . . . endowed by their Creator with certain inalienable rights; that among these are . . . the pursuit of happiness.
—From the Declaration of Independence

It is the privilege of community-minded men and women everywhere to work to restore and preserve for all the people of America and especially for children their right to play and happiness.

1. That in nearly every community with a population of 8,000 or more there is need of a man or a woman who shall give full time to thinking, planning and working for the best possible use of the leisure hours of men, women and children.

2. That community leisure time programs should continue throughout the entire twelve months of the year.

3. That it is the responsibility of the entire community to maintain recreation opportunity for all the citizens and that there ought, therefore, to be, as early as possible, support of the recreation program through public taxation under some department of the local government.

4. That there should be in every state a home rule bill which will permit the people of any city or town to make provision under their local government for the administration of their community recreation.

5. That there is need in every community, even though the municipal recreation administrative body be most effective, for private organization of citizens in their neighborhoods to make the fullest use of the facilities provided, to make sure that what is being done is meeting the deeper needs of the people of the nighborhood.

6. That the emphasis ought to be not only on maintaining certain activities on playgrounds and in recreation centers but also and definitely on the training of the entire people in leisure time activities, so that within the home, in the church and throughout all natural, human relationships there shall be the best opportunity for wholesome good times.

7. That the purpose in training children and young people in the right use of leisure ought not to be merely to fill up the idle hours but also to create an active, energetic, happy citizenship.

8. That even though the beginning of a city or town recreation program be children's playgrounds, other features ought to be added progressively from year to year until music, dramatic activities and discussion of public questions, training for more intellectual uses of spare time, and other valuable activities have been included, so that all ages and all kinds of people may find vital interest.

9. That every boy and every girl in America ought to be trained to know well a certain limited number of games for use outdoors and indoors, so that there will never be occasion for any boy or girl to say that he cannot think of anything to do.

10. That most boys and girls should be taught a few simple songs, so that, if they wish, they may sing as they work or play.

11. That all employed boys and girls should have opportunity in their free hours to enjoy companionship and wholesome social life.

12. That through the community recreation program every boy and girl should come to appreciate the beautiful in life.

13. That adults, through music, drama, games, athletics, social activities, community and special day celebrations, should find in their common interests the opportunity for a common community service.

* * *

14. That every new school built ought to have a certain minimum amount of space around it provided for the play of the children.

15. That nearly every new school building ought to have an auditorium preferably on the ground floor and should be so constructed that it is suited for community uses.

16. That if a suitable meeting place for community groups is not available in the schools or elsewhere, a community building should be provided through community effort.

17. That each child under ten years of age living in a city or town should be given an opportunity to play upon a public playground without going more than one-quarter mile from home.

18. That every community should provide space in sufficient area for the boys of the community to play baseball and football.

19. That every community should provide opportunity for the boys and girls to swim in summer and, as far as possible, to skate and coast in winter.

20. That every boy and every girl ought to have opportunity, either on his own home grounds or on land provided by the municipality, to have a small garden where he may watch the growth of plants, springing up from seeds which he has planted.

21. That in new real estate developments of five acres or more, not less than one-tenth of the space should be set aside to be used for play just as part of the land is set aside for streets.

Playground and Recreation Association of America, maintaining also Community Service. 315 Fourth Avenue New York City.

Recreation and the New Psychology*

By E. C. Lindeman

> Progress cannot come through revolution. It can only come through a working out of a social process which will give to people opportunities of participating—not merely getting people together—but of participating in some significant activity.

I hope not any considerable number of you have been frightened away from this part of this meeting because of the title I have chosen—Recreation and the New Psychology. It sounds academic, but I am not going to treat it in academic fashion. I want to discuss with you some of the new theories of behavior which have come into practical acceptance since the last time we met together in Grand Rapids in 1916. As my mind goes back to that meeting, with all of its cheerfulness and its vigor, I cannot help reminding myself of the deepening of life that has come over the world in those few short years. But I am not a pessimist. The only kind of determinism I believe in is the determinism which results from the cooperative thinking of human minds. I do not believe in economic determinism. I ought to say that I agree with most of the facts—practically all of them—contained in The Iron Man,† but that I do disagree with some of the conclusions stated in the book. The automatic machine was a part of my life for ten years when I was growing up in the steel industry and saw step by step, process after process being removed from my control by the machine—yes, but the difficulty with the modern industrial organization is not causal in the automatic machine. It is in the non-intellectual control of it by people who do not know how to deal with human beings. I believe that this great gigantic machine which seems about to consume us can be controlled consciously and effectively by the human mind.

Of all the people in the modern world who need a philosophy of life the people who are active in social work need it most. I am constantly impressed with the fact that social organizations in their outlook and philosophy of life are thoroughly dominated by modern social science. I have been saying this for the last three years to audiences made up of social workers—what you need now is not more social machinery—you have it aplenty—for making and organizing happiness in the modern world, but you need a technique, a spiritual force which will run the machinery that you have. So I make no apologies when I appear before an audience of this kind with a subject dealing as this will, directly and constructively, with the problem of modern philosophy. The conception of pragmatism was impossible until we had a new psychology, and the modern philosophy now emerging out of pragmatism is already making itself felt in programs of social work because we do have a new psychology. I want to talk about it tonight because the most important thing we need to know about any man is his philosophy. The old idea was that we could go away by ourselves and choose our ideals, and then come back to make them work. The opposite is nearer the truth. We work, and ideals emerge. That itself is the gist of what I call the new psychology, not new in time, but new qualitatively. We do not choose our ideals. Ideals result from activities. We rationalize activities into ideals. That is why they are so important. It is the cumulative activities of modern life which are producing a new psychology, hence a new philosophy, hence a new set of ideals, toward which we are now tending. It means also that we shall gain some ideas which I regard as most important in relation to the problems of recreation.

The Play Program Must Point Forward

First of all, I choose to discuss this principle: if the modern psychology is correct, one of its first gains, in my opinion, is that it teaches us that we are no longer slaves to our instincts. We have been passing through, in the last two decades, a period of social work particularly as related to children, which has been based upon a theory of instincts which is not sound, and

*Address given at the Recreation Congress, October 10, 1922. The manuscript with some further elaboration will later be published as a monograph.

Mr. Lindeman followed Mr. Arthur Pound on the program. Mr. Pound's address was published in *The Playground*. for January.

"In the opinion of the editors, this paper contributes most in its emphasis upon using the instincts as a starting point, not an end, in education. Many instinctive trends and desires of children need modification and re-direction. It is the business of suprvision in play so to modify and re-direct these tendencies as to utilize their driving power in ways useful rather than antagonistic to society.

it now seems to me that whenever we hear a person describe human behavior in terms of instincts he is attempting to describe a process backwards. By the old philosophy you used to base your play programs upon a theory that is destined to produce a non-intellectual and non-progressive society. In other words, the cultivation of instincts turns activity and thought backwards. It is only when we ignore our so-called instincts that life moves forward. If there is any such thing as instinct, which I doubt very much—at least in the old sense of the term—the accentuation of it in human life is retrogressive. Your play programs of the future must harmonize themselves with progressive movements, or else the whole play program will come to be a concomitant of the policy of those who preach *laissez faire* in all walks of life and try to stem the tide of human progress. Play must forever remain art and not science, and yet because I have been preaching that doctrine and have insisted upon the artistic and the cultural phases of play I think it is rather appropriate for me to state to you who are specialists in play that I believe science and art are not totally separate ways of looking at life. The methods of art and the methods of science may differ, but fundamentally the methods of both come together within the purview of science. Any organization for children which today emphasizes the activities that are no longer essential for survival today is using a social process which leads backward and not forward. In other words, if there is not something more educative in the content of recreation programs than was necessary for the survival of prehistoric ancestors, then you are not going to fit recreation into the modern social process where it belongs.

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A Significant Activity Essential

My next principle is that we now know that thought is not a separate entity, but that thought and feeling, and will and purpose, are all different ways of looking at the same phenomena. They are parts of a whole, and they express themselves in human conduct very much the same as the physiological process. In other words, the time has come in psychology when we can look upon thought in a different sense than we did one or two decades ago. The time has come when all phases of human activity can be intellectualized. I can even go further with you, and say that from now on one of the chief by-products of recreation is going to be, if we understand our work, a new mental release. You all recognize now how futile it is to talk of progress in terms of things, and yet we have been trying to do just that. I am going to hazard a definition of progress, which is really a term defying definition. Progress to me means anything which creates better human relations through mental release. That is both radical and conservative. It is radical in the sense that it implies the upsetting of old ways, of constantly changing the character of human behavior, but it is tremendously conservative in that this definition of progress can not come through revolution. It can come only through a working out of a social process which will give to people opportunities of participating—not merely getting people together—but of participating in some significant activity. The community center movement does not mean merely getting people together. Many conditions force us together. In rural communities for eight or ten years we talked about the defects of isolation, but now we are beginning to see that country people are coming to be capable of social intercourse to almost the same extent as are city people through the increase of the means of communication and transportation. It is not a question, then, of getting people together, but a question of getting them together in significant activity. Merely getting people together is not the function of social organizations. Their purpose is to get people together for the purpose of participating in significant activity. Play is significant activity and is going to be increasingly so for increasingly large numbers of people throughout the whole world.

In recreation there will be more opportunity for intelligent functioning than within the process

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Rowing Crew on Lake Merritt under the supervision of the Recreation Department, Oakland, Cal.

The Administration of Play and Recreation Activities in a City*

By
Jay B. Nash, Superintendent of Recreation, Oakland, California

Who shall administer the play and recreation activities of a city? No one really cares just so they *are administered*. It is possible that some phases of recreation may be administered by the Parks Department. There is, however, considerable division among Park people themselves as to whether a successful Playground and a successful Park can be administered together. It is not at all possible that any Park Department can satisfy the first axiom, namely—"A playground within easy reach of every child." Parks are usually not so located. It is almost too much to expect a Park Department with its many problems of gardening and boulevard building, to be equally interested in many problems of children's activities. The Park men are just as much interested in children as Playground men, but planning a beautiful park and conducting play activities are two vastly different problems.

It is possible that the children's playgrounds may be administered by the school and I think sometime they will be, but here again there are complicating factors. The schools are pressed for money to keep a roof over the heads of the children. They are closed Saturdays, Sundays, vacations and holidays. It will be a long time before public sentiment will permit School Boards to conduct summer camps, and the myriad of activities required of a real Playground Department.

This well rounded Play and Recreation Department must be broad enough to render *service* to the *entire city*. It should provide the following:

1. Children's playgrounds

A playground within the reach of every child. These playgrounds should be beautiful, with parking, trees and lawn. They should be well equipped, with slides, swings, sand boxes, apparatus and room for free play. They should be well supervised and guided, as parents have a reasonable right to expect the best environment to surround their children when at the playground. The children on these grounds should have organized games, city wide play days, track meets, May Days, picnics, hikes and similar activities.

2. Athletic and social centers for adolescent boys and girls

These centers should offer for the boys opportunities for big games, baseball, basketball, football, track and tennis; and for the girls, opporties for hockey, volleyball, tennis. These centers should offer evening opportunities for social

* Address given at Recreation Congress, Atlantic City, N. J., October 9-12, 1922.

dances and parties. Also evening athletic opporopportunities for indoor baseball, basketball, boxing, wrestling.

3. Facilities for family groups

Facilities for family groups should be provided including opportunities for picnics, camping and hiking, tennis, and golf, with such games as they will enjoy.

Outlined from the standpoint of activities the Play and Recreation Department should cover:

1. Activities for little tots

Sand boxes, slides, and similar equipment should be available to every child.

7. Costume room

Costumes from various events should be cared for and lent to groups to encourage educational dramatics.

8. Educational Dramatics

Plays for children will prove a rich source of education.

9. May days

City Wide and community May Days should be organized.

10. Tennis

Opportunities should be afforded not only for children of the community to play tennis, but to

Oakland Women's Rowing Club under the auspices of the Oakland, Cal., Recreation Department

2. Athletic games

Track meets and leagues for boys; play days and leagues for girls, should be organized.

3. Picnic facilities

Facilities for lodges, schools, Sunday schools, factories, industrial plants, should be provided, and said organizations encouraged to organize outdoor events.

4. Women's Outdoor Clubs

Women from the homes or groups from the industrial plants should be encouraged to play.

5. Pageantry

Opportunities should be given for a number of citywide yearly pageants where various organizations would have opportunities to participate.

6. Storytelling

For small children.

learn tennis.

11. Golf

Opportunities should be provided for municipal golf.

12. Recreation in industries

All factories, shops, banks and stores should be encouraged to organize wholesome play activities.

13. Evening social centers

Opportunities should be provided in the evening for dances, parties, and games.

14. Evening Athletic centers

Athletic activities should be organized.

15. In-town camps

Opportunities should be provided for groups of children or families to go out to spend the night in camping.

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With a Finance Worker

V. R. Manning

To those of us whose task it is to seek the support needed for our national movement any quickened interest on the part of the public comes with great joy. All of us have experienced in days now forgotten the difficulties of interviews refused, prospects who failed to offer us a chair, bank presidents who were eager to call their uniformed porter to assist us to the street.

To one who had survived all these delightful sensations, the welcome received on a recent trip to several cities comes with much portent. How seldom has it been our lot to have the president of a great national manufacturing concern decline to appeal to other citizens but in refusing to say, "I believe in such a movement and want to give a hundred dollars."

This heartening experience and others equally cheering during the last three months make me feel that my experience might be of interest to those in our movement whose whole concern has been with the program; and if my suggestion at the close as to how everyone may help meets with little favor let them attribute it to over-zeal, not to a desire to shift the burden.

A Little Leaven

The cities recently visited were widely scattered—two in New England, two in New Jersey, three in the middle-west and two in the south.

In a large manufacturing center the president of the Manufacturers' Association was asked to assist us in the raising of funds. Though our movement was new to him, he talked of how he secured his own recreation—of how his boy at prep school benefited from his athletics and interpreting our work in personal terms was convinced he wanted to help.

In another New England city the president of a college, though he was ill and inclined to grant only five minutes discussed the philosophy of play and recreation for an hour—scanned our list of loyal helpers in all parts of the country and ended by consenting to be our spokesman in two cities.

The ex-Judge of a Juvenile Court in a mid-western city was approached. He declined to help with any national movement. Reminded of the fact that we knew his reputation of having made good citizens out of many boys headed for the reformatory—that our efforts were similar—that childhood was childhood wherever found, he saw the significance and consented to help. Shortly after we learned that he was working with a local group to secure an adequate year-round recreation system.

In a conservative German community the mayor became our backer owing to the fact that the principal of the local high school knew of our association. He had put over a winter sports program through the example of Brattleboro, Vermont. All winter he had been in touch with the Chairman of Brattleboro Community Service.

The Superintendent of Schools in a third city welcomed our worker by saying, "Yes, I want to help you find the best possible local spokesman. Here on my desk is information from the Association. I am trying to work out a playground system and I have asked for the Playground Association's help."

In Georgia the president of a college was ready to back us but feared he was too busy. His secretary saved the day by urging him to accept. When questioned as to her interest and knowledge she revealed that she had been the leader of a local school playground all one summer and added that it was leadership—not apparatus or equipment that counted most.

Already Convinced

In another southern city a call was made on the superintendent of schools. After being told our mission—support for the national organization, he listened for a few minutes to a summary of our work. Then he said, "Come and have a look at something we have." From the window of a second floor room we saw a splendid layout—tennis—volley ball—indoor baseball courts—a baseball diamond—apparatus for the younger children. All were laid out on three levels or terraces. A graduate of a physical training school was in charge, training the teachers as game leaders. Forty minutes in the morning, the same in the afternoon, was given every child for organized play. All this local result had come about because of the efforts of this wide-awake superintendent through visits to other cities and

correspondence with our organization. No need was there to convince him of the reason for a national movement.

In New Jersey there is a town of over 10,000 with a large working population without one playground. It has been most backward in local movements. How could we expect any one to sponsor a national effort? Yet a city commissioner was found who wanted to ask his fellow citizens to become members of the Playground Association.

With a great depth of feeling he related that his son had been lost in the war but he was proud of the fact that when he enlisted he was physically perfect. In memory of him he wanted to do everything possible for the physical upbuilding of others in the city with few or no privileges for outdoor recreation such as his son had had at their country home with his father as his companion. Somehow in giving him this opportunity I felt that I was doing double duty—translating his sorrow into deeds and serving the cause I represented.

To Help Some Child, Somewhere

So everywhere it seemed that good citizens have been thinking and working for the results we are striving to attain and welcomed the opportunity to help the citizens of tomorrow. As one physician put it "Try Mr..... first. He is more prominent. If he refuses I'll do it. If it doesn't help the children of my town because the citizens aren't ready for your field worker, it will help some child somewhere and children are children wherever found."

And now for the moral of the story—You local recreation superintendents, you playground directors, supervisors, leaders—you workers of the national organization—all of you are daily meeting persons able and willing to give to the support of the Playground Association. Whenever such persons come to mind, will you write to the Association giving information about them?

If the work is good for your city it is good for the thousand or more cities of 10,000 population and upwards. Beyond that, we want to reach in time the many communities of from 5,000 to 10,000 population. Only as financial support comes can the movement grow. Are you going to help in that growth?

Notes from the West Chicago Park System

The report of the West Chicago Park Commissioners, recently issued, has the following statement to make regarding Kitten Ball.

"During the last two or three years, attempts to popularize Kitten Ball to be played on week days during the twilight hours by the working boys met with little success. This year, however, nearly every playground had a Twilight League, consisting of from four to twenty teams. They played between 6:30 and 9 p. m., the entire summer, in accordance with a definite organized schedule. This presented a local interest and hence a local audience, numbering as many as 3,000 people gathered in the evening to see these games. Prizes to winners were donated by public-spirited citizens of the neighborhood.

In speaking of the point system employed in connection with the athletic tests, Mr. Smergalski, Superintendent of Recreation Centers, says, "Three definite factors govern all competition, namely, Ability, General Conduct or Sportmanship, and Reliability. In the past, only Ability counted. Today, the athlete to win must display good conduct and must be reliable in attendance. Athletics under such a plan take on an educational aspect. The influence for good is unquestioned, for today our athletics are free from boisterous conduct or the use of improper language on the part of the participants, two general attending difficulties experienced in the past. Some individuals and teams who have won in competition on the basis of the score have found that they lost on the basis of points, because of having points deducted for acts showing lack of sportsmanship or unreliability. This experience was a severe blow to some, but the parks involved came back in the following tournament with the motto. 'Clean Sport, Boys, and We Win.'"

For the Colored Citizens of New Haven

By
Blanche Wright

New Haven, Connecticut, is a city of 162,519 population comprising 46 nationalities. Of this number there are nearly 8,000 belonging to the group generally known as colored Americans. These 8,000 of New Haven's citizens live largely in a very congested district known as the Dixwell Avenue district, and aside from what the colored churches have attempted with their most limited equipment absolutely no provision has been made for the betterment of this most important group. Although the Community Service has maintained a special worker among the colored people for the past two years, a large part of the program of recreational activities that might have been carried through has not been possible because of the lack of a suitable place and adequate equipment.

Children playing games in a colored community center

There are always applicants for a game of baseball

This condition is no longer to exist. A forward looking group of public spirited citizens of New Haven in a recent drive raised $43,000 to be used in erecting a modern community house with all facilities for social service and recreational activities.

Here at last the colored young people of New Haven, and the older ones, too, are to have the opportunity which has long been given to other groups in the city through the Young Men's Christian Association, Young Women's Christian Association, boys' and girls' club houses and neighborhood houses, for self expression and articulation; the opportunity for enjoyment and development in music, drama, athletics and other forms of art and play. There is to be a large and well appointed gymnasium with a stage which can be used as an auditorium where groups may gather for all types of mass activities, public speaking and forums. It is planned to lay special stress upon the development of dramatics—a field in which colored people have not up to the present time participated in large measure but for which they have a natural aptitude and great possibilities for development. There are also to be pool tables, bowling alleys, a shooting gallery, a library with a huge fire place, club rooms for men and boys, club rooms for girls and women with all the necessary accessories of kitchens and shower baths. Here will be found adequate meeting space for troops of Girl Scouts, Camp Fire Girls, Boy Scouts and various literary and social

Covington, Ky. The colored folks of the community volunteered their services in helping to clear a playground

clubs that now exist in the community as independent units, and opportunity will be afforded for classes in dressmaking, cooking, personal hygiene and many other things in which the girls and their mothers are interested. A playground for the smaller children will be found at the rear of the building.

In addition, very important social service work that is now being carried on in the form of "well baby" conferences, classes in nutrition and prenatal clinics, under the direction of the Visiting Nurse Association, in space provided in the chapel of Dixwell Avenue Church, will be transferred here.

Some idea of the appeal that this project made to all the citizens of New Haven may be gained from glancing down the list of contributors in the campaign. There may be found the name of a number of the officials and faculty of Yale University, while not far down the list is to be found the name of an Irish laborer who in advance of the time appointed for the campaign came to the chairman of the committee proffering a contribution of $20. He would not, he said, be in town at the time of the campaign and he wanted his contribution counted among the first. Not to be overlooked is the pledge of $10 of a young colored boy in high school, who expects to earn the money by working after school. Even a small religious group without solicitation sent in its mite to help "so splendid a Christian work." And so it was from all groups and conditions and races of people the fund for this project poured in.

Almost unlike any similar institution in the city this project for the uplifting of New Haven's colored citizenry was really community wide in the sympathy that it enlisted. Although the movement had its inception nearly ten years ago in the New Haven Congregational Union and finally took definite form through the efforts of the Congegational Club, when the organization was finally completed it included men and women of all faiths and creeds—Jews, Catholics, and Protestants of all denominations, of the various racial groups, civic and welfare organizations. The management of the institution will continue under the direction of such a representative board.

Members of the Townsend Basketball League of Richmond, Ind., for the season 1922-1923

The Modern Negro's Contribution to the Musical Art

Everyone knows that Negroes have given to America much of her most typical and beautiful folk music through the spirituals and plantation songs that have grown out of the life of the race. But what musical art owes to the modern Negro composer is not so generally recognized. There is today a wealth of music, both sacred and secular ,which has come from the pens of Negro composers. Some of it is based upon the spirituals, and some of it is not racial in character. Such Negro composers as Harry T. Burleigh S. Coleridge - Taylor, Will Marion Cook, R. Nathaniel Dett, Carl R. Diton, J. Rosamond Johnson and Clarence Cameron White have, during the past fifteen years, written songs of rare melody and originality, songs that will live.

Community singing for colored folks

Of late there has been a steady increase in the appreciation of musical compositions by Negroes both among white and colored groups. Church choirs have given over services to sacred compositions by Negro composers. Many women's clubs have devoted time at their sessions to the performance of religious compositions by Negro composers, especially the simpler choral works. Colored groups operating locally under Community Service have presented special programs of Negro music, combining the spirituals with songs by modern Negro composers. In New Haven, Connecticut, a festival of Negro music presented by a Negro community chorus and in Augusta, Georgia, a musical program made up largely of compositions by Negroes, brought fresh musical knowledge and appreciation.

The Bureau of Community Music of Community Service, 315 Fourth Avenue, New York City, is endeavoring to foster this growing interest and to acquaint more music groups, both white and colored, with the possibilities offered by compositions by modern Negro composers. A bulletin, *Music Composed by Negroes,* has been prepared by this Bureau and is sent out at the nominal charge of ten cents. It lists the compositions of seven foremost Negro composers, telling for what combinations of voices and instruments they are arranged and where they may be secured. Examples of well-balanced programs of Negro music which already have been presented are given. To help groups desiring to take up the study and performance of Negro spirituals the bulletin mentions the best existing collections of this type of music.

Mary Kelly, aged twelve years, is an enthusiastic supporter of the recreation movement. She lives in Stamford, Connecticut, and recently on her own initiative wrote to the mayor of that city asking for more playground space. During Play Week Mary wrote the following poem:

PLAY

If it's hop scotch, or jump rope, or marbles or ball
In winter or summer, or springtime or fall,
Exercise and healthiness go hand in hand,
No matter in what kind of country or land.

In autumn it's football; in summer just swim;
Whether newsboy or grocerylad, keep in good trim!
When school hours are over and homeward you go
Stay out in the fresh air—there's green grass to mow.

Don't sit in the house with your eyes on a book—
You'll grow thin and pale with an unhealthy look.
If you take my advice you'll always be strong,
And your life as a citizen useful and long.

Neighborhood Councils in Kenosha, Wisconsin

"Two features contributed definitely to the success of our winter neighborhood work," writes George E. Bickford, Director of the Department of Recreation at Kenosha, "first, the organization of neighborhood councils; and second, the *organized closing* of activities."

The councils were organized during February. Prior to this date, council members as individuals had participated in an operating program and were familiar with the activities. After organization plans and programs had been suggested, each council developed its work along the lines which it thought advisable. Two months were given the councils in which to make a brief study of neighborhood conditions and formulate their programs.

The councils are elected for a year and they have gone on record as adopting this policy and purpose—that meetings are to be held once a month throughout the summer for the purpose of creating a capable committee for preparing for next season's work and of interesting uninterested people in some specific activity. Indirectly, they will educate new people who will be able to serve intelligently on the council when the term of the present council expires.

For the organized closing of the past season, center and inter-center "get togethers" were held in order that all might become acquainted and some idea might be secured from the people who participated in the activities of the value they set upon the season's program. The Athletic League was entertained by the Civic and Business organizations. The Retailers' Association banqueted the Industrial Indoor Baseball teams; the Kiwanis Club acted as host to the Junior Baseball League, and the Rotary Club gave a dinner for the teams of the church league and commercial basket ball league, which are made up of thirty-four teams. At these banquets, championship trophies were presented and speeches on the civic and citizenship value of the activities were given. The activities were terminated on March 31, before warm weather could decrease the attendance. Each leader has secured the name and address of every member of the council and those participating in activities, and postcards will be sent to all before the opening of the next season.

Dogs Are "Real Folks" in Minneapolis

Minneapolis has a unique organization known as the Municipal Junior Dog Derby Club, promoted by the Board of Park Commissioners in cooperation with the *Minneapolis Tribune*. The purpose of the club, as set forth in the constitution, is to promote better comradeship between boys and their pet dogs and to conduct dog derbies and shows.

Lest anyone think the derby is not a serious affair, here is a list of the officials who preside:

1 Referee	25 Police
1 Starter	100 Boy Scouts
1 Clerk	1 Representative of the Animal Rescue League with Ambulance
6 Finish Judges	
3 Timers	
1 Announcer	1 Doctor

The equipment as well as the officials comes in for a full share of consideration. It consists of:

30 Badges	First Aid Kit
Numbers 1-125	Entries on Card Board
500 Safety Pins	Winners' Sheet
6 "Official Car" Signs	Stop Watches
2 Megaphones	Rules and Regulations

There are prizes, too—merchandise for winners of the first, second and third places in each race, a loving cup for the winner of the special exhibition team race, and a special bronze button for everyone taking part.

No contestant can be more than sixteen years of age except in the special exhibition team race, in which contestants of any age may compete. No contestant may ride if he weighs more than his dog, and all are required to give the best possible care to their dogs.

The classes and order of events are as follows:

Class A.—Tandems, not more than three dogs

Class B.—Bull Dogs

Class C.—Huskies, Shepherds, Collies, and all other large dogs

Class D.—Terriers and all other small dogs

Class E.—Special exhibition team race—six or more dogs

A definite course is outlined and the length of races prescribed.

Play in Correctional Institutions

Correctional institutions of all kinds are coming to recognize the value of recreation as a constructive and reconstructing force.

In the April issue of THE PLAYGROUND, there appeared the reports of the meeting held on Play in Institutions in connection with the Recreation Congress at Atlantic City. Letters are constantly reaching the Association from institutions, telling of the emphasis they are laying on recreation activities and asking for suggestions for their program.

The Training School for Girls at Samarcand, North Carolina, reports a strong recreation program maintained on the basis that it will help the students "physically, mentally and morally." "This year," writes the Superintendent, "with two hundred and eighty girls, we are planning to have three physical directors. We go on hikes of from five or six miles to twelve or fifteen miles. We have all-night camping trips, leaving in the morning and returning about seven the next evening. The girls make their beds of fine straw covered with blankets. They cook their bacon on the end of a stick, bake potatoes in the sand, and carry pork and beans. We have moonlight swimming parties in our lake, marshmallow roasts on the shore and, in cooler weather, weiner roasts. The girls have been taught how to establish a camp, how to keep it and in what condition to leave it.

"Impromptu programs and plays are got up by the students, in addition to the planned programs and plays. The orchestra from one of the hotels at a town five miles distant came yesterday afternoon and played for the girls to dance. We teach folk and aesthetic dancing and vocal and instrumental music.

"For two months this summer we have had a special teacher, a young college girl, who teaches the little girls from six to twelve years of age how to play together, at the same time giving them games that will teach them to think and to observe things. She also goes with them for their swimming and diving lessons."

From the Ohio State Reformatory for Women comes the following testimony: "Every day that the weather permits, baseball games are held from twelve to one o'clock. All girls not belonging to the team gather on the lawn in front of the building and watch the game. They do not hesitate to give a regular baseball approval for their favorites. About twice a year, exhibition baseball games are given, at which an admittance fee to the grounds of 25 cents is charged. Last Labor Day the proceeds amounted to $60. In this connection, I wish to state that money for recreation is earned by our girls. Out of this fund, all paraphernalia for the baseball team is purchased. To the recreation fund is added all sales of articles made by the art class.

"On the afternoons of the past three Saturdays, we have given picnics in the grove near our building. We have three corridors in the building and each corridor had its own picnic on a given Saturday afternoon. Games of various kinds were held, after which supper was served in regular picnic fashion.

"Occasionally our girls give an entertainment in the recreation room. These entertainments are open to the public; a small admission is charged. Just now the colored girls are planning to give a minstrel show.

"We are preparing to enlarge our recreation field, for it has been demonstrated to our satisfaction that recreation is an absolute necessity in the conduct of an institution such as ours. Recreation plays a part in our discipline and this has been noticeable during the winter months, when much of our outside work and recreation ceases.

"As to the matter of music, we try to make much of this in our institution. We have a vested choir of thirty-four voices which has quite a reputation in this part of the State and which has been in demand for special services."

Michigan State Prison believes firmly that recreation is a vital element in rehabilitation. "We have adjacent to our large prison of 1,825 men," writes the warden, "what is known as the Annex, where we house a large number of men. We also have the Clay Pit at Onondaga where a large number of men live. There are, in addition, ten farms where men are housed.

"In the big prison on Saturday afternoons during the summer, we have ball games between teams from the prison; on Sunday afternoons, we have ball games with outside teams. We also have Sunday afternoon games at the Annex and at the Clay Pit.

"We have so heavy a population that there are more men than our ten industries can care for and who are, therefore, compelled to be

(*Concluded on page 244*)

More about Health Activities

In the January issue of THE PLAYGROUND, Mr. Thaddeus Slesynski, Director of Holstein Park, Chicago, told of the experiment in health work conducted at the Holstein Park Recreation Center. A recent report from Mr. Slesynski indicates encouraging progress in the experiment.

With the opening of the indoor gymnasium in October, the boys and girls were weighed and measured. The instructor in the women's gymnasium has encouraged the girls to accept the offer of a physical examination by giving credit for this, as well as for the following out of the recommendations of the physician and the attainment of normal weight. Only a small percentage of the girls have accompanied the nurse to the physician, but many of them have consulted with her regularly and have earned credit for the improvement they have made in their physical condition. Those attaining the required number of points at the end of the season are awarded the letter "H."

The health activities have not been carried on at the expense of other work, for the health work has been coordinated with dramatics, with cooking and with handicraft activities. The children assisted in making a Little Puppet Theater and dressing the dolls, who represented characters in several health playlets. They have also made health posters and taken part in health plays. The natural interest of the parents in the health of their children has brought some of them to the Center for the first time. The total attendance in the women's gymnasium classes has increased more than twelve thousand for the twelve months ending March 1, 1923, showing that health supervision has not deterred any of the girls from attendance at the gymnasium classes. The classes over which health supervision has been greatest are the ones which are too large to be handled well. This condition warrants the plan of selecting girls to be admitted to these classes, placing the remainder in several special classes, the members of which have the privilege of qualifying for the regular classes after they attain a higher physical and health standard.

It is perfectly legitimate, Mr. Slesynski points out, for a program of this sort to be carried on at recreation centers as they are in other institutions where a high standard of work is sought. Physical examinations by instructors trained to perform the simple tests with reference of applicants to a physician if the findings warrant such advice, the keeping of records of such examinations with subsequent observation and occasional talks on personal hygiene—all these are considered by most authorities as being essential to any physical education program.

The health work at Holstein Park is being carried on with the cooperation of The Chicago Tuberculosis Institute, The Elizabeth McCormick Memorial Fund, The Municipal Dispensary, The Michael Reese Tonsil and Adenoid Clinic, two neighborhood physicians—Dr. S. Musial and Dr. M. Oznanski—and an instructor in Physical Education, Mr. V. Boobjerg.

An Idea that Proved Contagious

An outgrowth of a Recreation Institute at Salem, Ohio, is a Recreation Club of seventy-five members, paying dues of one dollar each. Ten meetings of this Club have already been held, at which the attendance has ranged from fifty to a hundred and twenty-five.

"The best part of the story," writes the local executive of the Community Service Association, Ray F. Carter, "is that this movement has rather thoroughly permeated the organizations of the city. To our knowledge the following groups have enjoyed play evenings, some of them several times: The Masonic Lodge, Odd Fellows, Eastern Star, West Side Community Club, Veterans of Foreign Wars, American Legion, Legion Auxiliary, Methodist, Christian and Presbyterian Churches, and the Millvale School. I suppose twenty more private parties have had game evenings. The public school teachers have used the games largely. You will see by this that the idea has caught. The closing meeting of the Club itself was a charming and enjoyable affair.

"Another good feature is the number and quality of the leaders developed. We have six who are far above the average and ten others who are very capable. These have all taken their turn at the Club and have been generous in helping with other groups.

"We are going on the principle of having each activity self-directed and financed and the Club has demonstrated that a group of average Americans are quite capable of carrying on a new enterprise and making it a real contribution to the life of the community."

Parks and Playgrounds

By

Arthur Leland, Recreation Consultant, Newport, Rhode Island

As to the question of the duty of the city to take care of all the recreation for the family, the family is pretty well shot to pieces in these days, with industry and education taken almost entirely away from the home into the school. Now we are in danger of taking all of the recreation away. I want to make a plea for the home back-yard playground. It is one of the most important things which we should develop.

We can plot our playgrounds for small children every quarter of a mile, but most of the mothers will not let them go there. Theoretically, she wants "little Johnnie" and "little Mary" playing around in sight, but not under foot. Actually, however, most mothers do not know much of the time where "little Johnnie" and "little Mary" are; though they should know, and for this reason there should be back-yard playgrounds in the center of blocks either public or private wherever there are children, whether in the slums or in the best residential districts.

What about Play for the Family?

Another thing which disturbs me as a playground man is the dividing up of play which ought to be a family institution; the placing of a little children's public playground here, big children's playground half a mile away, some other kind of a playground somewhere else. This may have to be done but is bad for the family also. Wherever possible we should have all ages playing together somewhere near each other, so that family control and ties may be maintained and the family take its recreation together. In the old days our New England ancestors weren't as bad as the present Blue Law agitation would make them out to be, and New England consciences might have made them had not conditions of pioneer life prevented. Next to God they worshipped work, but with thirteen or fourteen children to keep at work, Mother and Father had a life-sized job; Father tilling the farm and Mother tilling the house, with what assistance they could secure from the children. The youngsters had their duties and were not over-worked because it was more work to work them than their work was worth. The family was a machine not for efficient production but for education. A lot of compliments have been handed "The Little Red School House" by educators, which belong to the home; both were educational institutions and "The Little Red School House" was also a community center where parents and children took their recreation together as they took their work together at home. Now they do not take anything together unless they catch diphtheria or the "flu." The children or child goes to school, comes home for meals, sometimes, whereupon, he "beats it off" again, seeking playmates. Mother and Father and everybody is doing it. If you want to find the family under the same roof come at five o'clock in the morning. Recreation can and should help to keep the family together. There is a wonderful little family recreation ground in St. Paul, Minnesota—Harriet Island, a little park dredged up in the middle of the Mississippi River. Here fathers and mothers and children all gather together for recreation. Of course, the fact that St. Paul is largely German in ancestry may account for this.

Sometimes Economy Is Expensive

The idea of hunting around for cheap ground for recreation tracts does not appeal to me. Competition between public recreation and commercial recreation is so great that we must have recreation facilities within easy reach of the people or they will not use them; playgrounds and recreation parks especially must be where the residences are, since people and children live in residences; we want them living on all sides of the recreation park. The relation between the two seems obvious. The thicker the population the more expensive the land. We have a horrible example of mislocation in Newport where somebody had some land to sell. One playground was located at the extreme end of the city, part of the plot being in Middletown, a farming community; and one at the other end of the city down near the Ocean Drive where the millionaires live and there are no children. My predecessor, an incorrigible optimist, tried to operate these for playgrounds with disastrous results to the recreation system. When I came to the city I recommended that they be used for

* Address given at City Planning Conference in discussion of Professor Hubbard's paper, extracts from which have been previously published in The Playground.

ball playing only and for pasturing cows; we get the grass cut that way.

A Tiny Playground That Works Overtime

Professor Hubbard sets the minimum size of a playground as four acres. We have one in Newport in an ideal location in the very heart of the city on a tract of land 2.4 acres owned by the New Haven Railroad, directly opposite the station, where little children, middle sized children, large children, boys and girls, young women, young men, and old men all assemble for recreation. The greatest width of the field is 250 feet; it is only 210 feet from home plate to right field fence. If left field fence were as near, the playing area would be less than 1.2 acres. The extreme width of the field is 400 feet. Home plate is within 40 feet of the street where automobiles are parked. The railroad station where passenger trains are made up is just the other side of this street with consequent congestion of traffic. Baseball playing is made possible here by a series of hood backstops and screens. Occasionally a high infield fly hits the hood. The players kick of course but the umpire settles it. That is what he is there for. We have bleachers with a seating capacity of 1000 and an average attendance daily of 1600, both of which we intend to increase. Besides the regulation diamond there is a 2/3 size diamond. There is a combined football and soccer field with combination goals designed to save a great deal of space and trouble. There are swings, see-saws, giant strides, sand boxes for the children; a hand ball court, a barn yard golf course (horse shoe court), a lawn, a hedge, shrubbery and trees.

It is easy enough to maintain a beautiful park where no one goes, but the job of preserving horticultural material on a playground where from one to two thousand people daily assemble is another and very different task. The children themselves are quite a problem. We had the children plant the hedge, shrubbery, and some of the trees. This was a foxy scheme and settled that problem, and so far nothing planted by the children has been seriously injured.

This is a real baseball field, one of the best; and no better games are played in this part of the country. There are eight teams in one league with over 200 players. The hat is passed; the average contribution per individual being 2½¢ per game. From the proceeds all expenses of operating the games are paid and 10% of the cost of improving the grounds will be paid back this year. During the three years that this field has been used there has not been an accident from batted balls; nevertheless, we have a Public Liability Insurance Policy as a safeguard. We hope to add a tennis court and to give moving pictures here at night after it is too dark to play baseball. Thus you see careful planning can greatly increase the intensive recreation use of a small piece of ground. You can make them sometimes come a long way to play; when I was in Louisville, there was a boy in one of the playgrounds who always traveled three miles each way to the playground, this was before the day of movies, however, never missing a day; there was something going on and he didn't dare to miss it.

Help!

I came to Springfield hoping to get a little information on a knotty problem.

When is a playground a park and when is a park a playground?

When is a park not a park but a playground?

We have a so-called park in the city of Newport, which is one of the small squares of the city, and in furthering the developing and using it the Recreation Commission wishes to put some buildings there. The question arises: Is it a park or a playground? Professor Hubbard says, practically speaking, there should never be any buildings on a park. So many playgrounds are situated in bare sunbaked school yards, vacant lots and other such ugly places that the public has come to think of a playground as an ugly thing and different from a park. On the one hand we have these playgrounds and on the other hand we have the beautiful playgrounds of the South Park System in Chicago, costing millions of dollars, with their beautiful community buildings and with all playground features, and also all of the features commonly found in parks. The transiion from a sunbaked schoolyard to these beautiful recreation parks is a long step. I think we need a new term, *Recreation Parks,* and that the small interior squares of the city need to be treated as such. It is a fine thing to see the playground people getting together with the landscape architects and city planners to make beautiful places where the children can play, and show the public that a playground may be beautiful.

Renascence of the Picnic

The farmers' picnic is returning to its oldtime glory.

There was a day when 25,000 gathered at Sylvan Beach for the Hop Growers' picnic, and many of them were hop growers. The Old and Original at Long Branch drew its 10,000 and the Six-Town at Davis grove nearly as many. Farmers came in buggies from miles around to make a day of it; and as many came by train where there was railroad communication. The program was not a great attraction, unless there was a speaker of national importance, but just getting together for a day's rest and conversation was enough to make it worth while.

Then came the Chautauqua and the automobile. The Chautauqua brought the farmer to the village for several days, where he got wholesome entertainment for a small sum, with Bryan occasionally added for a little more. The automobile made it easy for the city man to go picnicking with his family at his own convenience and it gave the farmer an easy exit to the movie.

The picnic with a name and a reputation dwindled in attendance, against the competition of these new forms of entertainment, but it is coming back. The Old and Original and the Six-Town picnics this week drew the old-time crowds in spite of oppressive heat. The automobile has expanded the area from which the crowd is collected, but time has little changed the character of the day. There are politicians present to speak about the state of the Union. Although their names are printed in large type on the posters, it is their presence more than their speeches that interests. There is a ball game and this is an attraction. You who have baseball served to you by professional players in carefully kept grounds do not know how much excitement can be had from teams of rival towns, playing upon an improvised diamond in an open field. You who assume that dancing in the modern manner is only restaurant diversion would be surprised to see how the country boys and girls—not to speak of the many from the city—go to it as the picnic day closes.

The picnic has come back into its own, an occasion when farmers get together to discuss crops and politics and to enjoy themselves in ways that, for all the changes wrought by passing years, do not grow obsolete.

—*Syracuse Post-Standard*

Have You a Picnic Kit

By J. R. Batchelor

Four years ago I felt that a Recreation Department was missing a great opportunity of being of service, when I realized that nearly every organization in St. Paul was having picnics and outings and that these outings were usually not well planned from a recreation standpoint. I thought back to the days of my own experience in going to Sunday School picnics when the good times were usually of our own make up, and I distinctly remember a group of us boys arming ourselves with several packages of cigarettes and upon reaching the picnic ground hurrying to the woods surrounding the grounds and there in our own way having the time of our lives. I therefore started out with the churches and wrote them that we would be glad to furnish the equipment and a leader, and guarantee to take care of the events of the picnic for them. They "ate it up" and the thing grew so fast that the next year the kit was in demand nearly every day and for every conceivable kind of organization.

This has kept up for four years until now practically the dates of picnics are fixed with reference to the availability of our kit! I recommend it to recreation leaders as a splendid way to teach a large group hungry for just such a service, and as an excellent opportunity to demonstrate the value of leadership in play.

Picnic Bag Supplies

To contain the supplies there should be a bag made of brown canvas about 3½ feet high with a diameter of approximately 18 inches, and with a draw string at the top. The contents of the bag are:

Two sets of indoor baseball; two 12″ and two 14″ outside seam baseballs; twelve picnic balls; one volley ball and net; one tug of war rope, 1½ inches or 2 inches, 25 feet long; two or more sets of horse shoes and iron pins, ¾ inch iron; twenty burlap sacks for sack races; twenty skate straps for three legged races and two basket balls.

There should also be two clothes lines to stretch for start and finish of dashes; four beetles—cotton sacks stuffed with rags or made of canvas 18 inches long and 3 inches in diameter stuffed with sea grass; one pair of boxing gloves; four blinders such as used by lodges in initiations; two dozen clothes pins; four sets of letters for

spelling races, each set a different color; a pump and lacing needle; a box of soda crackers and song sheets.

Events for Picnic Groups

We found that churches, Sunday schools, business clubs, lodges, stores, factories and other groups holding picnics greatly appreciated suggestions for events at the picnic. Accordingly the following events were worked out for use in connection with the kit.

1. 20 yard dash — Boys and girls four years and under
2. 20 yard dash — Boys under six years
   20 " " — Girls " " "
3. 50 " " — Boys " eight "
   50 " " — Girls " " "
4. 50 " " — Boys " ten "
   50 " " — Girls " " "
5. 75 " " — Boys " twelve "
   75 " " — Girls " " "
6. 100 " " — Boys " fourteen "
   75 " " — Girls " " "
7. 100 " " — Boys " sixteen "
   75 " " — Girls " " "
8. 100 " " — Boys over sixteen "
   75 " " — Girls " " "
9. *Double Race for boys (or for girls).* Open cross hands, run half the distance, change position without letting go hands and finish.
10. *Horse and Rider.* One boy on back of another runs one half the distance. Positions are changed (rider to horse—horse to rider) and remaining distance is covered.
11. *Nursery Race.* Two girls form basket with hands, carry small child whose arms are round neck of girls—distance 50 yards.
12. *Wheelbarrow Race.* One boy stands on his hands. A second boy takes his feet and runs one half the distance. Positions are changed. (Barrow becomes pusher—pusher, barrow) and race is finished.
13. *Sack Race for Boys (or for girls).* Place sacks 20 yards from starting line. Participants run, get in sacks and run to finishing line.
14. *Ben Hur Chariot Race.* Seven men in team. Four in front row join hands as follows: 1 R to 2 R—1 L to 3 R—2 L to 4 R—3 L—4 L. This forms horses hitched. Two boys stand back holding hands with free outside hand on shoulder of horse in front. This forms chariot. One boy with left hand on clasped hands of chariot. R hand imaginary whip. Boys race from finish line around man at starting line and back to finish line. Girls may also compete in a chariot race, and there may be a contest between the winning boys' and the winning girls' teams.
15. *Basket ball put.* Boys and girls, men and women may compete. Participants standing on line throw ball as far as possible then run out and stand on spot located by judge, where ball lands. They remain standing until someone outdistances the others.
16. *Tug o' War*
17. *Three-legged Race for Boys*
18. *Three-legged Race for Girls*
19. *Catch and Pull Tug o' War for boys and girls*
20. *Tire Races* (a) Boys roll old tire casing distance 50 yards. (b) Four teams are marked by colors. Tires are placed in pile in middle of field. Boys start, grab tire and finish, but on each tire must be a boy of each color team.
21. *Caterpillar Race.* Ten boys (or girls) are lined in a row back of each other, hand on shoulder of boy in front. Every third boy has a boy on each side with one hand on his shoulder and outside hand outstretched to make the caterpillar. They race around an object and return without breaking hold.
22. *Leap Frog Race.* Have a row of two boys, one back of the other. On word "Go" leap frog and stand until they reach finish of race.
23. *Newspaper Race.* Each participant stands on newspaper. He places another in front of him, steps on it, then picks up the first, placing it in front, and continues until the distance is run.
24. *Baseball Throw.* Same system is used as in basket ball throw.
25. *Backward Race.* Participants stand and run backwards.
26. *Back Spider Race.* Participants assume a position down on hands and feet with back toward ground. They race head first.
27. *Clothes Pin Race.* Ladies run, one hand behind back, with five clothespins in other hand. They put clothespins on line and return.
28. *Yale Lock Race.* Two boys or girls stand on starting line one with right arm through right arm of other. This makes one run front,

(*Concluded on page 245*)

Mothers and Daughters dinner held in one of the Milwaukee, Wis., school social centers

Milwaukee's Mother and Daughter Week

By

Mrs. Benjamin Fuelleman

In 1920 the Extension Department of the Milwaukee schools, of which Miss Dorothy Enderis is director, held a Mother and Daughter party at one of the social centers. This proved such a success that the next year similar parties were held in all the centers. From this came the idea of making *Mother and Daughter Week* an annual affair and, at the suggestion of Miss Enderis, Mrs. Rosing of the Central Council of Social Agencies called together in the fall of 1921 a group of women representing every large women's organization in the city. A Mother and Daughter Committee was organized to formulate a broad program and to make the celebration city-wide.

In February, 1922, approximately forty Mother and Daughter parties were held. In 1923 there were seventy-two parties of all kinds at the centers, with a total attendance of ten thousand. At some of the festivities there were as many as five hundred Mothers and Daughters. Whether a mother came with one daughter or seven, her pride and joy was equally keen, and all were enthusiastic over the prospect of a repetition of the week in 1924.

One of the organization features which contributed so largely to the success of the week was the Speakers' Bureau through which many of the women of the city consented to speak at parties held during the week. The responsibilities of the committee were many and varied. One of its functions was the preparation of song sheets made up in part of old songs, in part of new words set to old melodies, which were distributed to all parties held during the week. Song and game leaders and speakers were furnished, in some instances the committee supplying the entire program. Community singing was one of the outstanding features of the celebration. Men were not entirely excluded from the parties, for a number of judges and prominent men from the city were glad to accept appointments as waiters!

About ten womens' clubs affiliated with the Milwaukee County Auxiliary of Women's Clubs and had their first Mother and Daughter parties in 1923. As a result of this, at the last meeting of the Federation resolutions were adopted asking each club to include a Mother and Daughter party in its program for 1923-24. The County Federation also sent resolutions to the Wisconsin Federation of Women's Clubs, asking that at the convention to be held in October the matter be brought up in order that the groups of the state

might help Milwaukee to make the 1924 celebrations state-wide among women's clubs. February 10-16 has been selected as the official Mother and Daughter Week in 1924.

The success of Milwaukee's Mother and Daughter movement is an indication of the measure of interest which a national Mother and Daughter Week would create.

Fathers and Sons, Too!

The mothers and daughters of Milwaukee have not been permitted to occupy the stage alone! Fathers and sons, too, have their annual banquet which, for a number of years, has been a feature of community life. Mr. Ford, secretary of the Fathers and Sons movement, reports that the following organizations participated in the last celebration: 8 lodges; 31 churches; 6 clubs; 1 school; 4 boys' clubs, and 11 public school social centers. Ten churches had Father and Son sermons. The estimated attendance at the various functions was ten thousand.

Each center had its program; that of the Dover Street center is typical of all.

I. "Get-Together and Games" .... 7 to 8
II. Program—In Assembly Hall .. 8 to 9:15
   1. Bay View Buddies' Orchestra
   2. Singing
   3. Violin Solo
   4. "I've Got a Dad"
   5. Saxaphone Solo
   6. Address—"Our Opportunities Today"
   7. Closing Number
   8. Bay View Buddies' Orchestra
III. Refreshments

Two Hours of Play as a Daily Tonic

It is estimated that in the city of Detroit alone 7,000 persons are kept from their work daily by illness, much of which is easily preventable by the liberal use of the recreation facilities provided by the city. The Detroit Health Department's weekly review recently published the following recommendation: "If we think we can't afford the time, or feel too tired after business hours to take regular exercise, let us try this experiment:

"Each day, for two hours, take some regular exercise, tennis, golf, baseball, swimming or a long walk, and at the beginning of the third week we probably will find that we no longer have that tired feeling, that we are able to do more and better work with less effort, that we feel better, and that we are looking forward with pleasure to the exercise which we started two weeks before so reluctantly."

"The Schools of Your City"

The Chamber of Commerce in the United States, with offices in the Mills Building, Washington, D. C., is issuing a series of pamphlets through its education service which is designed to make available to all members of the National Chamber of Commerce the essential facts in regard to the present situation in American education, and under the guidance of a representative committee to evolve a definite constructive program.

The pamphlets, five in number, which are issued under the general title *The Schools of Your City,* bear the titles *General Situation, Buildings and Equipment, Health and Physical Education, The Teacher, Laws and Administration.* A pamphlet on rural schools will also be issued.

The preliminary report on surveys of school buildings and equipment, and health and physical education in the schools, made by the Chambers of Commerce of the United States in cooperation with local Chambers of Commerce, shows some interesting statistics in regard to the recreation situation of some of the schools of the country. In answer to the question, "Do the schools all have adequate playgrounds?" ninety-one cities answer, "No," and six hundred eighty, "Yes." Of the cities under five thousand, seventy-one per cent report that all playgrounds are adequate; of those from fifty to a hundred thousand, only thirty per cent have adequate grounds, and in the cities above three hundred thousand, the percentage falls to eleven.

"A physical education system which develops eleven players and a thousand spectators will never go far in raising the physical efficiency of America. The one thousand must participate; those who are weak and physically defective most of all. Every progressive community will provide ample outdoor space for all its children. This necessitates attention to a well devised, far seeing city plan. Supervised play is essential. Without direction the weak and timid stand no chance, the lazy are idle, the underweight suffer from fatigue."

"The boy delinquent grows naturally and almost inevitably into the man criminal."

"Why Don't You Tell Us Where We Can Play?"

In one of our far western cities is a district which gave serious concern to the Parent-Teacher Association and the Community Group, who felt that the boys of the neighborhood were rapidly going "to the dogs" and were well on their way to becoming gangsters. Measures have been taken by organizing teams and opening up a recreation center to meet the needs of the boys. But it took a poem, written by a sixteen-year old member of the gang, to arouse the people of the neighborhood to action. The poem entitled, *Why Don't You Tell Us Where We Can Play,* follows:

Get out! yells the cop
  Or I'll soon put a stop
To your nerve racking din
  By running you in,
So chase yourselves kids
  Get away from that fence
And the cop, he's the law
  So we've got to obey
But why don't you tell us
  Where, we can play.

Get out! ! Yells the man
  When we kick his ash can
Then he calls us vile toughs
  And villains and roughs
And names which if said
  Would knock mother dead.
We run with all our might
  To get out of his sight
And bump into people
  Who push us away
And growl but don't mention
  A place we can play

Get out of the way!
  Yells a man with a dray
And nearly runs down
  My chum Billy Brown.
He raises his whip
  Then, all of us skip
But we only change streets
  Where else can we go
To escape cops and drivers
  Does any one know?

If you were a lad
  Didn't mean to be bad
Had no place to meet
  Except in the street
No place to play ball
  Or any sports at all
No place just to yell
  When you're feeling real well
Now honest and true
  What would you do?

Why you'd swear and make bets
  And smoke cigarettes
You'd gamble and fight
  And steal things just for spite
You'd try to live up
  To the names you were named
And you'd lie for the gang
  Without being ashamed

Good friends of ours
  We want to do right
But try as we will
  It's a hard uphill fight
We'd rather play ball
  In a place where we dare
Then skulk in an alley
  And gamble and swear.
We'd rather climb ladders
  And do stunts on a bar
Than dodge a policeman
  Or hang on a car

To the Recreation Commissioners of Passic, N. J.

A study of Juvenile delinquency in the city of Passaic reveals that there has not been a session of our Juvenile Court since November first of last year. A few boys have been before the Police Court, but these have been old offenders or lads from neighboring cities.

The winter program of your board started early in November at three different schools and Recreation Hall and it is my firm belief that these social and recreational activities are responsible for this decrease in Juvenile delinquency and the discontinuance of the Juvenile Court.

Yours truly,
(Signed) THOMAS P. COSTELLO,
Police Justice of the
City of Passaic, N. J.

A bird's eye view of the proposed playfield to be constructed at Flushing, Long Island

Flushing's Memorial Field

The memorial field at Flushing, Long Island, given as a memorial to the sixty-eight young men from Flushing who died in the World War, was established at an original cost of $30,000—an amount which permitted of the purchase of the property, the erection of a concrete fence, the building of a wooden grand stand, and the laying out of a football field. Many other facilities are planned for the future, when the membership in the Memorial Field of Flushing, Inc., has increased to a point where the finances will permit of this additional expenditure.

The field covers more than fourteen acres, and in the plans as they are outlined, is divided into three parts. The first section, 200 feet in depth, forms the approach and provides a place for open air meetings and patriotic exercises. Approximately in the center of this portion is a large flag pole presented by the William A. Leonard Post of the American Legion, while on the concrete fence facing the flag pole is a bronze memorial tablet bearing the names of the Flushing men who died in the war. In front of this tablet, and extending 75 feet on each side of it, is a plot to be known as sacred ground which will be planted with suitable shrubs.

The second section of the property is enclosed in a concrete fence and will be used for competitive games to which an admission fee will be charged. Within this fence the ground has been graded and leveled and a football field laid out. Temporary showers and dressing rooms have been placed in the corner of the enclosed portion, and when the larger grandstand of concrete has been erected, showers will be placed under the stands.

The third and largest section of the field contains about seven acres. The plans for this section call for a building with lockers, dressing rooms and showers, a store room for equipment, and an office for an athletic director. Surrounding the building will be handball, volley ball and basketball courts, a playground for girls and little children with a wading pool and other suitable apparatus. There will also be a playground for the larger boys with the usual outdoor gymnasium equipment. Sixteen tennis courts, a baseball diamond and football field complete the layout for this section, which will provide facilities for more than two hundred children. This portion of the field will be free to all people at all times.

The field, when completed, bids fair to be one of the notable memorials to the heroes of the World War, not only in greater New York, but in the entire country.

The true greatness of a nation consisteth essentially in breed of men. BACON

Physical Efficiency Standards

The following tentative report prepared by Dr. J. H. McCurdy as chairman of a special committee of the National Amateur Athletic Federation is presented to the playground and recreation workers of America with the thought that many of them will be able to try out these tests side by side with the physical efficiency tests which have been used for a good many years past, and that at the next Recreation Congress there ought to be a discussion of the value of these tests on the playgrounds and in the recreation centers. Dr. J. H. McCurdy himself recommends that the present physical efficiency tests of the Playground and Recreation Association of America be continued while the experiments are being conducted with the new tests which he has suggested.

Dr. McCurdy will be glad to learn of the results secured in holding the tests, and to have suggestions of other events which might be added to the list.

Physical Efficency Standards

Report of J. H. McCurdy to National Amateur Athletic Federation, December 29, 1922

This report is based on three reports of the National Committees on Standard Physical Efficiency Tests of the American Physical Education Association, (1) For Elementary Schools, City and Rural, (2) For Secondary Schools, (3) For the Y.M.C.A., Y.W.C.A., Clubs and Industrial Associations, representing two years of work made by some of the best men and women in this country. In addition, I have received suggestions from Brigadier-General Palmer E. Pierce, president of the National Collegiate Athletic Association; Lieut. Col. Wait C. Johnson, representing the War Department, General Staff; Carl L. Schrader, State Director of Physical Education for the Public Schools, Massachusetts; Daniel Chase, Director Physical Education, New York State Public Schools; L. M. Post, Supervisor of Health Education, Detroit Public Schools; Franklin J. Gray, Physical Education, Springfield, Massachusetts Public Schools; Mrs. Grace W. Baxter, Supervisor Elementary Schools and Girls' Work, Springfield, Mass., Public Schools; Dr. Paul C. Phillips, Amherst College; Professor T. N. Metcalf, University of Minnesota; Report of Women's Committee on Track and Field Athletics; Dr. John Brown, and W. H. Ball, representing the International Committee, Young Men's Christian Association.

These people are, most of them, doing active work on this topic at the present time. A careful study shows that it is impossible to start a complete program at once. Physical Efficiency Standards mean (1) Physical Ability Standards; (2) Organic Efficiency Standards. This report deals only with the first topic. We need a committee to formulate a group of ability standards in athletics, swimming and gymnastics, and an additional committee on organic efficiency standards.

I recommend only one group of standards in athletics. We need finally a physical quotient which should compare in importance with the intelligence quotients now used. This should be correlated with similar intelligence quotients.

General Statement of Limitations for 1923

1. The events selected should be possible for the 38,000,000 youths from 12-21 years of age in the United States.

2. One scale of measurement as adopted should show progressive improvement of individuals from year to year, rather than having a different scale, *i. e.,* one for Junior High, one for Senior High, and another for College age groups.

3. If the tests for 1923 are to be national in scope, and to include millions of youths, the events selected must

(a) Exclude endurance tests, because physicians in school, college and club would rightly condemn wholesale endurance tests without preliminary examinations and training.

(b) Exclude events from the first group of tests which require for the group more than one hour for taking the test. A long test will eliminate large numbers of youths from examinations.

(c) Exclude events which require buying or building expensive equipment. The wall scaling test is an excellent one, but is excluded from the 1923 test with the hope that it may be included in one of the later groups of tests. Individual equipment like the shotput is excluded from the 1923 test on account of the expense and inertia in getting equipment. Because of these limitations, I recommend the following

events and scale as standard for 1923.

National Amateur Athletic Federation Standard Physical Efficiency Scoring Tables for 1923

—Group 1—

Boys and Men, Ages 12-24

Points	100 Yds. Sec.	Running Broad Jump	Running High Jump	Bar Vault
	3			
5	15	7′ 6″	2′ 4″	3′ 2″
	2			
10	15	8	2 6	3 4
	1			
15	15	8 6	2 8	3 6
20	15	9	2 10	3 8
	4			
25	14	9 6	3	3 10
	3			
30	14	10	3 2	4
	2			
35	14	10 6	3 4	4 2
	1			
40	14	11	3 6	4 4
45	14	11 6	3 8	4 6
	4			
50	13	12	3 10	4 8
	3			
55	13	12 6	4	4 10
	2			
60	13	13	4 2	5
	1			
65	13	13 6	4 3	5 1
70	13	14	4 4	5 2
	4			
75	12	14 6	4 5	5 3
	3			
80	12	15	4 6	5 4
	2			
85	12	15 6	4 7	5 5
	1			
90	12	16	4 8	5 6
95	12	16 6	4 9	5 7
	4			
100	11	17	4 10	5 8
	3			
105	11	17 6	4 11	5 9
	2			
110	11	18	5	5 10
	1			
115	11	18 6	5 1	5 11
120	11	19	5 2	6
	4			
125	10	19 6	5 3	6 1

Suggested Aims for Sample Groups

Junior High School Graduation Standard, 12-15 years. Fair 40 Good 50 Excellent 60

Senior High School Graduation Standard, 15-18 years. Fair 50 Good 60 Excellent 70

College High School Graduation Standard, 18-22 years. Fair 60 Good 70 Excellent 80

Varsity Athletic Standards. Fair 90 Good 100 Excellent 110.

The Standard Table given above and the class grades suggested are primarily for males, although they may be used for girls and women.

This table is suggested with the thorough understanding that the events selected do not constitute an ideal all-round standard from many view points.

It is recommended as a first step in the development of such a program.

The factors which of necessity determined the selection of this first group were: Interest in the events, cost of equipment and simplicity in conducting large group activities.

I also recommend the appointment of two committees for 1924:

(*a*) A committee on Standard Ability Tests, which should include groups of events arranged progressively to include endurance and skill tests which do not seem desirable in the first group of events.

(*b*) A committee on Standard Organic Efficiency Tests.

In regard to women's athletic standards, Dr. McCurdy recommends that the problem be referred to the Women's Committee of the American Physical Education Association for report in 1924 and that the Committee give consideration to the following events as desirable and easily measurable:

(*a*) 60 yard run
(*b*) Running high jump
(*c*) Running head height jump.
(*d*) Bar vault
(*e*) Bent arm stand at vaulting bar, kicking pan above bar

The term "graduate coach" has taken on a double meaning. This spring, thirty-three young men are being graduated from the University of Illinois as athletic coaches, with the degree of bachelor of science. This is the first class of this character to graduate from any university.

The undertaking to instruct young men in the rudiments of coaching is a novel one. There are a number of coaches at present who, though they have been through no course devoted to the problems of coaching, stand about as high in their profession as it is possible to stand. Some of them know psychology without studying it.

However, it is natural to expect that, on the average, better results can be secured in sports where men who know them thoroughly from every angle have them in charge. George Huff, who knows about coaching and about both professional and amateur sports, founded the course at Illinois.

Program of the Community Service Players of Seattle

A group of fifty men and women in Seattle whose days are spent in the business world or in college and high school have formed a little theatre group. Under the name of The Community Service Players they are giving a series of one-act plays in different sections of the city.

Their first performance was given in one of the out-lying districts of Seattle. They took with them a simple, inexpensive portable set and lighting equipment. This set consisted of grey canton flannel curtains sufficient to enclose a stage 15 feet square, and a ludicrously simple lighting equipment made up of several ordinary light extensions, two-and three-way sockets, and tin-can reflectors. Necessary properties, too large to carry conveniently, were supplied by those requesting the performance, and the stage was all set, the lighting arranged, with its crude equipment safely hidden, well before the hour set for the opening of the program.

The hope of The Community Service Players is to serve as a demonstration group, giving one-act plays as a part of an evening's program and creating an interest and desire upon the part of those witnessing, to form similar groups in their own neighborhoods. In addition to the demonstration of the type of plays most to be desired, and manner of presentation, they have incidentally shown what may be accomplished with simple materials, and scant settings at small expense of production. Under these circumstances the play itself absorbs the entire attention of the audience, and calls upon the best the actors can give to present it attractively. The success of this plan has been proven again and again, as witnessed by the complete absorption in the play by the youthful devotees of the front seats, and their amusing suggestions given unconsciously right "out in meetin'" to the performers, whose play-characters are so real to them.

The audiences have varied greatly in type. On some occasions they have been made up of alert and progressive business men and women; on others of staid and dignified "pillars of the church" on still others, the employees of large industrial concerns, accustomed to "Jazzing" through their leisure hours; and so on, including jolly members of large family parties; young folks with "movie" standards; sick folks; old and feeble and childish folks; "down and outers" among the unemployed; country folks, young and old; soldier boys of sophisticated tastes; and literary and professional people.

Recreation General Factor in Agriculture Productivity

For a long time we have been saying that the human problem is the chief problem in industrial productivity, that no matter what the advances may be in management and machinery, the human factor still remains paramount.

Now the Joint Commission of Agricultural Inquiry with Congressman Sydney Anderson of Minnesota as Chairman and Irving S. Paull as Secretary, make the statement in their recent report that "satisfactions in rural life must be increased if we are long to be nationally self-sufficient in agricultural products."

The report clearly indicates not only the need for additional material advantages such as "water pipes" into the houses, supplying homes with gas and electricity, increased number of rural telephones, better farm machinery and better roads; but also "play ground facilities and increased opportunities for recreation and social intercourse."

The report states, "In 1890, 64.6 per cent of the total population in the United States lived in the country, exclusive of those living in towns and villages with a population of 2,500 or less. In 1900 this per cent was 60.0, in 1910 it was 54.2, and in 1920, 48.6." "Well-being in the country must be enhanced, not by tearing down well-being in the cities but by increasing *the comforts and satisfactions in rural life.*" "The automobiles with good roads would help make larger rural community centers possible and hence as choice recreation and social opportunities as smaller cities and most larger cities will offer." "38.9 per cent of farms now have telephones, 30.7 percent automobiles and 7.0 percent gas or electric lights."

"Just as sunlight kills most of the deadly germs, so outdoor life with exercise and play takes care of most of the unhealthy habits and ideas of child-life." Clarence Darrow

Music as a Welder of Races in California

By
Tam Deering

An exceptional example of the way in which a community morale is built through music and recreation is furnished by the city of Oxnard, California. For a considerable time an effort has been under way to overcome the indifference and more or less ill-feeling on the part of the Anglo-Americans toward the Mexicans. Community Service of Oxnard led the way in that effort. Music and recreation furnished the means. An endeavor was made to find out what the Mexicans wanted and then to help them get it.

The first thing wanted by the group, which constitutes two-fifths of the population, was a rebote court. Rebote is the Mexican national game and is played somewhat like the American game of handball. R. G. Beach, Chairman of the Latin-American Committee, agreed to get the Mexicans to come out for a labor day to lay out a playground. The Community Service board was to provide the grounds and the materials. Three vacant lots in the Chinese-Japanese-Mexican quarter were leased and the playground became a reality. Night playing was made possible by electric lights. The Mexican men and boys at once began to use the grounds constantly. Chief of Police Murray stated emphatically that there had been a great decrease in petty crime due to the playground. Committees were named for the care of the playground and the responsibility for the handling of it was thus assumed by the Latin-Americans themselves.

Several months after the playground was opened, Mr. Beach met with the chairman of the Community Service music department, Paul Lehmann, to whom he presented a request for assistance in organizing a Latin-American community band. A leader was found for the band, himself a Mexican, and the group met twice a week for rehearsals. Inasmuch as only one member of the band possessed an instrument, the rehearsals consisted of training in note reading and the players used their voices instead of instruments.

An agreement was later worked out between the music department and the members of the band whereby the Community Service board was to find the means for procuring the instruments and the Latin-Americans were to raise the money by entertainments and other means in order to reimburse the board.

A garden fete was to be given at the home of Mrs. Thomas R. Bard to raise funds for Community Service and the Latin-Americans were invited to put on a program. A typical Mexican show was the result and the proceeds were set aside for paying the leader of the band.

During a lull in the rehearsals due to the fatigue of the members after their toils as laborers on twelve-hour shifts in the sugar campaign, a public spirited citizen loaned to the music committee the sum of $1,000 for the purchase of instruments. Some persons in the community were doubtful as to the wisdom of the undertaking. Some contended that the instruments would not be taken care of. Some argued that inasmuch as the Mexicans had given unsatisfactory service on the farms they were not deserving of such assistance. The majority of the people, however, favored cooperation in order that the Mexicans might be assisted in their endeavor to help themselves and to contribute to the community. Provided with the instruments, the Mexicans rehearsed diligently, meeting twice a week. They were always in attendance and on time. They soon showed such progress as to indicate that the band would be a credit to the community.

The philosophy behind the efforts of Community Service of Oxnard to assist the Mexicans has been the following: It is of no use to give charity. Only slight progress can be hoped for through patriotic speeches or the superficial methods of past Americanization work. Let us invite the Mexicans and other foreign-born, said the committee, to join with us in bringing about a better community life. Let us find out what they would like to do and what they can best contribute to the community life. Let us help them to find self-expression and recognize them when they render service to the community. Because of their love of color, music and art, it is evident that the means for fostering cooperation between the Anglo-Americans and Latin-Americans in Oxnard is to be found in the leisure-time activities.

Test Your Music Memory

By
Genevieve Fox

How good is your memory for music? When somebody plays an old favorite on the piano—say, the *Anvil Chorus*—do you have to ask what it is? When the band strikes up one of Sousa's marches or the *Toreador's Song* from *Carmen*, do you recognize it for an old friend or do you say, "What in the world is that piece, it sounds sort of familiar?"

A few years ago a business man of New York City decided that he wanted his two children to grow up with a knowledge of good music and a love for good music. So he began playing a little game with them. He made a list of some twenty-five selections that have stood the test of time—arias and choruses from the best-known operas, folk songs of different countries, fragments of symphonies, marches. Then he offered a prize to the one who could recognize the larger number when he played the selections to them on the player-piano. The result of this game was that those children became interested in music for its own sake. They played Chopin and Wagner on the player-piano. The boy asked his father to buy him a mandolin, and he joined a mandolin club. For the first time in their lives, both children began to ask to be taken to concerts.

What this man did in his own home, whole towns have been doing. Just a few can get together and do it, too, and have a lot of fun out of the process. Music memory contests in which everyone from the children to the grandmothers and grandfathers compete for prizes have become a popular form of entertainment in a great many towns within the last year or two. In one place where a contest was held recently, it was necessary to give three tests in order to pick out the prize-winners, so evenly matched were the contestants. "We did not hear any jazz for six weeks, everyone was so busy learning the pieces for the contest," was one man's comment on the event, "you heard Chopin and Wagner at the theatre and at the movies, you heard them on the hurdygurdies, and you heard them at home."

The idea of Music Memory contests has become so popular that the Bureau of Community Music, maintained by Community Service at its New York headquarters has been besieged with requests for information about conducting Music Memory contests. To meet this demand, the Bureau recently asked Professor Dykema, Chairman of the Department of School Music of the University of Wisconsin, to prepare a set of instructions. Mimeographed copies of this material entitled "Music Memory Selections, List No. 1" can now be secured by writing to Community Service at 315 Fourth Avenue, New York City, and enclosing fifty cents in stamps for each copy desired. The instructions include a list of twenty-four selections illustrating the different types of music and a study of each number, its composer, its history and the reasons for its fame. All twenty-four numbers can be secured in phonograph records and player-piano rolls. If you want ideas for running the publicity campaign for the contest, sample newspaper articles, you can get them by enclosing twenty cents more for "Publicity for Music Memory Contests." These articles give you all the details of organizing a town-wide contest.

A music memory contest is really a game, only it's a game that teaches as well as amuses. It's something like an old-fashioned spelling match applied to music. The selections are usually announced some six or seven weeks in advance of the final contest so that everyone may have time to get acquainted with the music he is to be tested on. Often special community gatherings are held weekly throughout the contest. At these gatherings, three or four numbers may be played on a phonograph, or player-piano or even better, played or sung by local talent and talks may be given telling interesting things about each selection and its composer.

Stories about the music may be typewritten and distributed among the different families in town or published in the local paper. There are any number of ways to create interest, and there's no reason why any town can't have an exciting contest—whether it be a large town or a very small town indeed.

Pervading Play

Little Joe, after a full day at the playground, was saying his prayers at his mother's knee:

"Now I lay me down to sleep,
I pray the Lord my soul to keep;"

He could go no further, so his mother prompted him, "If," "If"—and Joe continued:

"If he holler let him go,
Eni, meni, mini, mo."

The Question Box

QUESTION: We are starting a boy's orchestra. What music should we play first? What instruments are usual in a small orchestra?

ANSWER: We are interested to learn from your letter that you are starting an orchestra in your scout troop. Possibly you might start with some of the better class of popular music such as is easy of performance and would interest the boys. I would mention the *Parade of the Wooden Soldiers,* published by Edward B. Marks, Music Company, 223 West 45th Street, New York City. That is the great hit from Chauve Souris.

We would suggest your communicating with C. C. Birchard & Co., 221 Columbus Avenue, Boston. That firm publishes the *Community Orchestra Book,* which is scored for fifteen instruments, price 40¢, each part. The edition may be used in conjunction with *Twice 55 Community Songs,* published by that firm. This book would give you an excellent repertoire of simple good music.

One point may be emphasized. I do not think it would be worth while for the orchestra to develop a jazz type of playing. This develops nothing musically and it might lead the boys into the cheaper type of professional orchestra work. Some popular music—yes, but only that which is really worth while like the example mentioned above.

The standard instrumentation for a small orchestra is: piano, first and second violin, viola, and cello, base fiddle, cornet, trombone, clarinet, flute and drums. The modern dance orchestra frequently includes also, the saxaphone, of which I note you have one in your orchestra. If the saxaphone is used it should be used delicately. An excellent example of delicate style is found in the Victor records by Whiteman.

QUESTION: Will you give a list of outdoor plays, pageants and masques suitable for production by girls?

Answer: *Maiden Over the Wall.* A masque including 4 males, 2 females and extras. Suitable for all girls. Delightful, humorous situations and amusing dialogues. A spell cast one hundred years ago over a young girl, is broken by an American who discovers her in her garden retreat. Dances may be introduced. Originally produced at Barnard College. Woman's Press, 600 Lexington Ave., New York, price 50c, royalty $5.00

COCKRELL, MAUD

Golliwog in Fairyland. 4 short acts—2 simple scenes. A charming fairy story in which Edward, the Teddy Bear, becomes a knight. There are seventeen characters and many fairies and elves. Drama Bookshop, 29 West 47th Street, N. Y. C., price 50c

GETCHELL, MARGARET C.

Jack i' the Green. An outdoor play for a May festival. Any number of characters may be used. May pole dancing and singing are introduced. May be produced simply or elaborately as desired. Royalty $1.00

The Potentate of Weatherdom. A May Day festival. 3 characters and any number of extras. The scene is an open green with a May pole. Rainbow is crowned Queen of the May. The Sunbeams drive away the Showers in order that there may be fine weather for the May Day dance. These plays are under the same cover and may be obtained from the Woman's Press, 600 Lexington Ave., New York, price 35c, royalty $1.00

GREGORY, LADY AUGUSTA

Spreading the News. 1 act, 6 males, 3 females. Possible for an all girl cast. One of the most delightful comedies ever written. Shows the result of gossip in a small town. Irish dialect. Scene near the entrance of a county fair in Ireland. Found in "Seven Short Plays." Obtained from Drama Bookshop, 29 West 47th Street, New York, price $2.00, postage 10c

IRWIN, M. E. F.

The Happy Man. 1 act—2 scenes. A delightful comedy. 2 male, 6 female. In an all girl cast it is possible to omit the General Volmar episode. The King is told that the only cure for his sickness is to find and wear the shirt of a Happy Man. The three Princesses sit on the castle wall watching for the Happy Man to pass, and when they find

him, he has not a shirt to his name. Drama Bookshop, 29 West 47th Street, New York, price 25c

LORD, KATHERINE

The Raven Man. 9 characters, all girls may take part. Especially adapted to an outdoor production on the shores of a lake or stream. The play is founded on two famous Indian characters—The Raven Man, who always appears in human form and is a trouble-maker, and the "One-who-didn't-want-to-get-married." The play embodies incidents taken from traditional Indian stories. It contains dances and songs, and even a swimming contest may be introduced.

The Masque of the Pied Piper. An unusual adaptation of the ever famous Piper. Six short acts—one scene. May be played by all girls. 12 speaking parts and a large number of extras. Both of the above plays are found in *Plays for School and Camp,* published by Little, Brown & Co., 354 Fourth Ave., N. Y., price $1.50. All applications for the rights of performance of these two plays must be made to Katherine Lord, National Arts Club, New York City.

MACKAY, CONSTANCE D'ARCY

The Forest Princess. A very beautiful but rather difficult masque. 8 males, 20 females, peasants, shepherds, lords and ladies. Suitable for all girls. 3 acts. A fairy tale of the princess over whom a spell was cast, making her beauty fade with the moon. The prince, wishing to serve one who is old and withered, breaks the spell with a kiss. Singing and dancing introduced. Henry Holt & Co., 19 West 44th Street, New York, price $1.50

The Sun Goddess. 5 males, 9 females, flower maids, villagers, children. Suitable for all girls. 1 act. The Sun Goddess, offended because of the failure of the villagers to welcome her on her arrival, disappears into a deep cave. She is lured from the cave by the Poet who uses the allurements of the mirror. Dancing introduced. Found in *The Forest Princess*

The Enchanted Garden. 11 in cast. All girls. A Wild Rose wanders into a garden from her place at the roadside. She is treated very snobbishly by the cultivated flowers until the Queen of Hearts enters and claims her for her special flower. Found in *The House of the Heart.* Henry Holt & Co., 19 West 44th Street, New York, price $1.25

PAGE, KATE STERNS

Robin Hood. An adaptation in one act of the old Robin Hood Tales with a few new characters introduced. The cast may include 20 or the play may be given by 8 or 10 by doubling. The music which is given with the play consists of Old English Folk Songs and country dances of the period. Descriptions of the costumes and stage setting are given in the foreword. G. Schirmer, 3 East 43rd Street, New York, price 60c

PAYNE, F. URSULA

A Pageant of Girlhood. An outdoor pageant for girls in 7 episodes. 3 speaking parts and 150 or more extras may participate. The pageant shows in a series of brisk colorful episodes, the work, the games, the folk dance, the recreation and the dreams of Girlhood. It is easy and inexpensive to produce. Community Service, 315 Fourth Avenue, New York, price 60c

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The New Era. A pageant of Patriotism and Reconstruction. Delightful pantomime introduced. Any number of characters may be used. Has been successfully performed all over the country. Community Service, 315 Fourth Ave., 25c

SYRETT, NETTA

Dream Lady. 2 boys, 4 girls, extras. All girls may be used. One garden scene. The story of the Princess who would not marry the Prince until he was able to share with her the vision of the Dream Lady. Only children and people with imagination had ever been able to see her. Found in *Six Fairy Plays,* which also includes *Little Bridget, White Magic, The Gift of the Fairies, the Wonderful Rose in Arcady.* John Lane, 116 West 32nd St., N. Y., price $1.25

THORP, JOSEPHINE

The Treasure Chest. A fairy pageant play in which any number of children may be used. At least 25 or 30 are necessary. 1 act. The Treasure Chest, containing the gifts of the out-of-door fairies, is placed by them in a forest for mortals to find, and a spell is cast over it so that it may not fall into unworthy hands. After unsuccessful attempts, it is finally taken by several children who are willing to share its treasures with all. Old Tower Plays, 431 S. Dearborn Street, Chicago, Ill., price 40c

At the Conferences

Fifty years ago, the National Conference of Social Work had its beginning in an informal meeting of the State Boards of Charities of Wisconsin, Illinois and Michigan held at Milwaukee. On May 16-23, 1923, several thousand social workers, almost a hundred of them from Canada, with representatives from England, Germany, Switzerland, Belgium, France and other foreign countries, came together at Washington for a general stock taking and to celebrate the fiftieth anniversary of the National Conference.

Each of the seven days during which the Conference was in session was devoted to discussions of certain fundamental American institutions and forces. Thus health, industry, law and government, the church, the home, the school and public opinion were in turn made the subject of discussion and attention was focused on the relation to them of the social workers of the country. There was no shirking of responsibility in these discussions. If social workers had been negligent in their support of legislative measures; if they had fallen short of their duty as social diagnosticians; if they had failed to make social work an important issue with the press or had not secured the support of public opinion, they wanted to face the facts and find a way out. Moreover, they were able to laugh at themselves if they heard themselves discussed, often none too flatteringly, by newspaper men, legislators, the public at large and, as the supreme test, by those with and for whom they were working.

The kindred groups meeting at luncheons, dinners and during each afternoon were no less soul-searching in their discussions. A publicity clinic arranged by the Committee on Publicity Methods on Social Work, which held some of the most interesting and enlightening meetings of the entire conference, disclosed some errors of omission and commission in the printed matter of many national and local organizations, which gave cause for thought!

The American Association for Community Organization, in meeting after meeting, discussed joint financing and its problems. The American Association of Social Workers continued to set standards, to define the qualifications necessary for social workers and showed no decrease of zeal in their search for the bona fide social worker. The Intercollegiate Community Service Association and many other groups met and discussed their problems and found inspiration and help.

Not the least popular feature of the program was the Conference Follies, when the curtain arose upon the rare sight of social workers at play.

At the annual meeting of the Conference, Miss Grace Abbot of the Federal Children's Bureau was elected president for the ensuing year and Toronto, Canada, was selected as the next meeting place.

Our American Institutions and Social Work

It is well to be reminded, from time to time, of the importance of our great American institutions, of the relation to them of the social and civic movements of the country, and the interweaving of them all into the fabric of life.

The National Conference of Social Work, in its fiftieth anniversary at Washington, May 16-23, 1923, brought before the social workers of the country in three all day sessions of stock taking the relationship of our work to the school. the home and the church

The School.

"Ever since its early days," said Dr. John Dewey of Columbia University in addressing the Conference, "the chief work of the public school has been the weaving of a coherent social pattern." Schools have brought together the heterogeneous elements of our population, and no other single factor has counted for so much in transforming multitudinous elements into something like unity. Simply by bringing together children of different ages, races and conditions of life and having them engage in common tasks, it has unconsciously created as a by-product a far reaching social influence.

"We have now come to a period," said Dr. Dewey, "when the social values of school must be more conscious and deliberate if they are to be at all." We are now in the grip of the after-the-war psychology, whose most discouraging symptom is the growth of social intolerance. We blush at the word "Americanization" which has so often been used to force certain class ideals and ideas on the group. We have the intellectual who is given to too much criticism of anything

with which he does not agree, as well as that other group whose chief business it seems to be to spread fear and distrust by making the community feel that certain elements in it are un-American.

In view of these and other insidious influences at work, the teacher and the community behind him have a great responsibility in teaching real patriotism. There must be a program in the school which will instil in the minds of the children a feeling of responsibility and goodwill to other nations. Our curriculum must bring children more closely in touch with the problems which they will meet outside. A recognition of these common problems will make them feel they are sharers in the life of their community and country.

American life is founded on the principle that we have enough of common responsibility, interest, and sympathy to live and work together, and school teachers, who are fundamentally social workers, have a great responsibility in helping to unify our national life through the schools.

The strategic position of the school in programs of social work from the point of view of the social worker was discussed by Miss M. Edith Campbell, director of the Cincinnati Vocation Bureau. Miss Campbell outlined the function of the school as the work of translating through its curriculum the diagnosis which social workers are making and bringing it back into the community through social practice. The program which social workers have formulated could not be put into effect except through the school.

"Social work," said Miss Campbell, "is the science and art of fellowship." This note of recognition of the human side of living was struck many times during the conference. That we recognize the dignity and freedom of the human being was the plea made by Joseph K. Hart of the *Survey*. "If we can come to believe in the naked dignity of the human spirit; if we dared work for the things which produce great spirits, we might achieve understanding and love." There is nothing better than education to bring this about if we can understand what education really is—that it means the release and enrichment of the experience of children and adults by which emotions are freed. Few schools, in Dr. Hart's opinion, understand that such education is possible. Children must have an opportunity to study in school the social forces of life. They must grow up with plenty of opportunity for play and with an appreciation of beauty and culture. It is the responsibility of adults to make a world in which beauty and culture will be real to children.

"Let us have a greater recognition of the function and values of the school as a center of neighborhood life," said Mrs. Eva W. White, director of Boston Community Service, who traced the development of the community center movement and pointed out that our goal of increased efficiency and happiness can be reached only by the sound development of neighborhood life within the neighborhood itself.

The program of a community center must offer a wide range of choice and of experimentation in choice. Not only must there be opportunity for physical and social recreation but there must come through the center an appreciation of music and drama. Discussion groups are of vital importance. Since the forum and the discussion club offer perhaps the richest of all educational fields, we must not be content with anything but the best, most liberal and progressive work. If anyone has ever had the privilege of following over a period of time results in terms of individual outlook that come from a discussion club where the members meet to think out together some of the baffling economic situations of our time, it will be granted that through this free discussion there develops the true educational aim of related thought more surely than through any other method. No form of educational procedure is more valuable.

The Home

The art of human relationships which the school is developing must have its roots in the home. The essence of the life of the family is the pooling of interest—the interplay of influences. Social work deals with the individual in his relation to other individuals.

"Lack of recreation," said Porter Lee of the New York School of Social Work, "has a distinct effect on the family. There must be a wiser use of leisure. The development of individuality means the growth of points of contact with other individuals and greater richness of sharing. The interests of parents and children are not always the same, but they have much in common."

Sex considerations must enter into any discussion of home life. Some of our old established standards are being relaxed, but this relaxation may mean greater morality and a saner outlook

for future generations. The purpose of sex education must be to teach the purpose of sex and its spiritual significance. The home is the proper agency for giving young people instruction in the meaning of sex life, but the majority of parents are failing in their duty and much of the burden now rests on the school.

"Let us not be stampeded to despair," said Karl deSchweinitz of the Philadelphia Society for Organizing Charity, "by reports of divorces. Men and women are setting themselves a higher goal of happiness together."

Dr. deSchweinitz pointed out the importance to the home of a better recreation life. "In the same city, two adjoining wards are separated by a vast gulf of difference in moral standards. Is there any significance in the fact that in the ward where family life is strong social work has been active through settlements, social centers and playgrounds, while in the ward where the life of the home is weak there has been little organized effort to cultivate a wide use of leisure?"

The Church

Whatever the function of the church in social life—and opinions vary greatly as to the degree of responsibility the church should assume in the carrying out of a program of social work—it must always be the ally of social workers and it has a very important part to play in cooperation, stimulation and inspiration.

The meetings at which our three great American institutions, the school, the home and the church were discussed, were marked by an emphasis on the fundamental necessity for the development of the art of living together, of human relationships and associations, which is forward looking not only for the local community and for national life but for that international good will and fellowship which is the hope of the world.

The development of the art of human relationships and associations as expressed in family life and in neighborhood and community groups is the fundamental task of the worker in the leisure time field. The home, the school and the church are all affected by the recreation movement. The field of service, the opportunities for teaching human lives and meeting human needs are unlimited, but only the highest type of leadership can suffice. Are we, as recreation workers, meeting this challenge?

I. K. U.

The International Kindergarten Union held its 1923 meeting April 16th to 20th at Pittsburgh where a splendid program was offered. Rhythms, music and games formed a large part of the program and a number of demonstrations were given by the children.

Special features included selections by the children's orchestra, a program of games by a group of students, exhibits of children's work, an organ recital, visits to Kindergartens, the showing of slides and a symposium supper.

Miss Luella Palmer, Miss Lucy Wheelcock, Miss Patty Hill and Mr. Angelo Patri were a few of the speakers whose participation in the program contributed to its success.

"Come now, let us reason together" was the slogan of the all-Philadelphia Conference of social work held in that city April 18th to 21st and so successful did the "reasoning together" prove that it was decided to make the conference annual.

Local organizations told of their activities and there was a free interchange of ideas and opinions. An entire day was devoted to a discussion of inter-racial problems and a great deal of emphasis laid on the work for colored citizens.

The city's recreation needs and facilities were not neglected and splendid papers on the subject were presented by the neighborhood and recreational workers. Mr. T. S. Settle, of the Playground and Recreation Association of America, told of national aspects of recreation.

Other subjects discussed during the conference were problems of child welfare, the protection of family life, the promotion of health, housing, mental hygiene, the conservation of the spirit of neighborliness in a great city, the schools in relation to social work, and the spirit of social work.

Demonstrations of Negro Music, school demonstrations and special luncheons added greatly to the interest of the program.

American Physical Education Association

The American Physical Education Association held its Thirtieth Annual Convention at Springfield, Mass., April 11-14. Over twelve hundred delegates registered—the largest number attending any of the annual conventions of the association. In addition to the regular sessions and the section meetings, there were trips to points of

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interest in the city and to nearby colleges, a banquet, luncheon reunions, and a demonstration given by public school children and the Springfield college students.

No single topic created greater interest than did the discussions of athletics for women and girls and the deliberations of the Committee on Women's Athletics, though enthusiasm and interest marked all the general and section meetings held.

American Association for Promoting Hygiene and Public Baths

On May 11-12, the American Association for Promoting Hygiene and Public Baths held its annual meeting at Jersey City, New Jersey. At this meeting the Committee on Shower Bath Standards made a report which it was decided to publish as widely as possible, inviting comments and criticisms so that if possible some formal action may be taken next year. The shower bath standards suggested are as follows:

1. The showers and dressing compartments should be well lighted.
2. The shower and dressing compartments should be constructed of a material impervious to water, sanitary, and easily cleaned. The interior surfaces of compartments should present a perfectly smooth surface with as few cracks and crevices as possible to avoid the shelter for dirt and disease germs.
3. The floor of compartments should be of a sanitary material and sloped to carry off the water used in bath and should be non-slipping.
4. There should be an ample supply of hot and cold water at all times.
5. All pipes, fittings and valves should be of heavy and durable metal placed so as to be easily accessible.
6. The shower head should be self-cleansing and so constructed that the water consumption may be controlled, and placed at the top of the shower compartment set at an angle of 45°.
7. The hot and cold water should be controlled either with a mixing valve so designed as to prevent back water pressure or with separate valve on each hot and cold water line.

District Community Service Conference

A conference of Community Service workers in Pennsylvania and western New York was held at Harveys Lake, Wilkes-Barre, Pa., May 17-19. Among the cities sending their recreation directors were Easton, Wilkes-Barre, Carbondale, Lock Haven, Clearfield, Sumbry, St. Marys, Butler,

Corry and the Cresson Coal Fields, Pa., and Elmira, Olean and Hornell, New York.

The sessions, which were held morning, afternoon and evening, were devoted to round table discussions of community recreation programs, organizations, finance and educational publicity.

The conference was opened by an address by Mr. Hayden Williams, secretary of Wilkes-Barre Community Service. The Reverend Father John J. Curran, of Wilkes-Barre, who had attended the Recreation Congress held at Richmond, Virginia, in 1913, was also one of the speakers.

The exchange of experiences which this conference made possible was voted a most helpful feature.

The Administration of Play and Recreation Activities in a City

(Continued from page 214)

16. Out-of-town camps

Opportunities for supervised groups of children or family groups to spend vacation in nearby mountain or lake region at reasonable rates.

17. Water sports

If facilities are available, swimming and rowing should be provided.

18. Hiking

Provision should be made for hiking trips.

19. Backyard playground facilities

Information should be at hand to encourage backyard playgrounds for children up to eight years of age.

20. Service department

The department should be literally the service department of the city. It should provide all types of information on play and recreational activities and related subjects as follows:

Planning backyard playgrounds with information as to size of courts, type of surface, layout

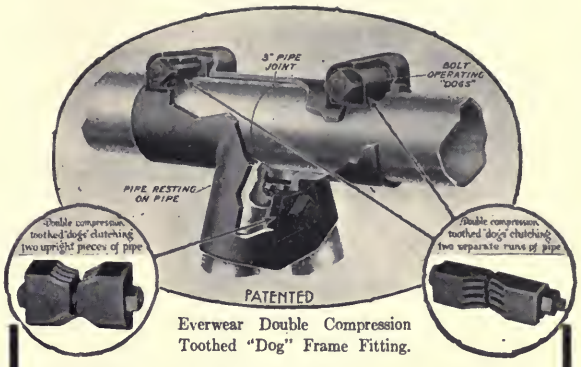
Showing the playgrounds of city to anyone who may be interested in the subject of recreation

Supplying simple costumes to groups interested in educational dramatics

Conducting play activities, picnics and stunts for special occasions

Assisting shops, stores, industries, churches, in organizing play activities for their people

Organizing leagues or tournaments for any groups



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Supplying speakers on special playground subjects for clubs and other public meetings

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The *Park Department* must assist in supplying room for tennis, golf, picnics and the larger games.

The *Public Schools* must assist with space about each school for small children's playgrounds and with help in the supervision. The Physical Education Department of the schools must cooperate in the follow-up of this program.

The *City* must provide budget for the municipal playgrounds and also assist in administering the playgrounds about the school centers.

The *Public Schools* must also assist in supplying the budget for the after school activities on school yards, also the Saturday vacation and holiday activities.

Private Institutions must assist in making available evening centers, gymnasiums, swimming pools.

State and National Parks and National Forest Service must assist in providing through larger parks camping and vacation opportunities.

Who is to weave all these resources together in a tremendous program of the conservation of play and recreation time of children and adults?

Everyone is sympathetic, everyone is interested, everyone will help—but who has the time to specialize on this one thing and *Do It?* The answer is today and will be for many years—*A Well Organized Recreation Department.*

Play in Correctional Institutions

(*Continued from page 221*)

without work. These men are taken from their cells in the morning for breakfast, go back to them after breakfast, and in the middle of the forenoon are taken out to the large playground and given setting up exercises. They return to their cells, are taken out for dinner and are allowed twenty minutes in the yard at noon hour. In

the middle of the afternoon they come out again and take setting up exercises. At supper time they are given another opportunity for recreation. During the setting up exercises, these men are given all kinds of sports similar to those conducted in the army.

"I am a great believer in recreation. If there is a circus in our town, we ask for a dozen acts to be placed inside of our grounds. If there is any special feature at our theaters, we try to have it brought to us, either at noon or in the evening. In the winter, we have motion pictures, and the men are given the very best."

The Home School for Girls at Sauk Center, Minnesota, writes: "Recreation for girls at the Home School is varied according to the season. In summer the girls are enthusiastic about baseball. Hiking and swimming are always in favor, and picnics are frequent occurrences. We employ the girls on the farms, and that, of course, is a real recreation after the severe winters in Minnesota when we are necessarily shut in. During that time, the girls are interested in games, in parties in our community building, and in house dances."

Have You a Picnic Kit?

(*Continued from page 226*)

the other run back. They run one half the distance then change.

29. *Spelling Race.* There are four lines; each person in a line holds a letter of the alphabet of the same color painted 4" high on square piece of cardboard. Each of the four lines must be a different color and there should be all letters of alphabet in each line. On the calling of a word, persons must leave line and spell word. Letters must be of same color, together with right side up and in order.
30. *Relay Races*—ball passing—10 object passing, and similar games.

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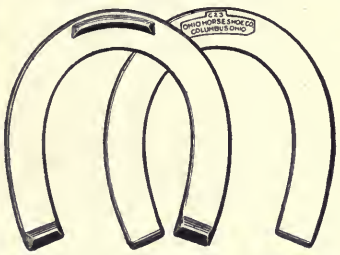

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Recreation and New Pyschology

(*Continued from page 212*)

of automatic industry. That is different from saying that there will not be some intellectual stimulus in the control of industry, because I still look forward hopefully to the day when the man who works will control the machine under whose power he lives. Recreation may have the purpose of making people think. This opens up possibilities which are almost unlimited. One can see brains getting into the recreation movement for the purpose of cooperative thinking. Recreation will be a spontaneous by-product of a well organized, harmonious life and it will be in the leisure time when people participate in significant activities—activities which will relieve people who are now constantly tormented with new thinking, so that they will not fear a new idea. In recreation, if you can look upon your work as a matter of continuous progress, you can resume that mental stimulus which the world needs so much today and does not find in education, in industry, or in politics, for we are living in a world that is ruled by third, fourth and fifth rate men. Within the new psychology is the hope for a new rational center of optimism.

Importance of All the Body

Next, and I think equally as important, is that new discovery of psychology, namely, that the whole body enters into the process of thought. Therefore what is important for the future is that the body shall be coordinated. That is a rather inadequate word, and yet the only word I know to express what I am trying to say, namely, that if we engage in activities in the modern world which overstimulate certain sets of muscles and neglect others, that will result in uncoordinated activity, and the result will be uncoordinated thought. In that way is produced an unbalanced people. Most of the dullness on the part of the country boy and girl can be traced to a lack of neuro-muscular coordination. We found from studies made in rural districts that the brain capacity of the boys and girls was not less, but that they had fewer coordinations. For instance, country girls could not dance so well because they had not the power of coordination. And yet city people must be not too hasty in coming to proud conclusions, because the same study brought out the fact that city boys and girls had overdeveloped accessory muscles and undeveloped major muscles, so that they could not stand the kind of strain that certain organic diseases impose, so well as the country boy or

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As I close these inadequate and uncompleted remarks on a subject which demands so much more time than I can give to it tonight, I ask this question: When are we going to smile again? I do not mean the cynical smile of the person

who says that because all are selfish, because the ego is the driving power of life, what we do will have no effect, so why not be happy. His tools are those of the cynic and the pessimist. I do not mean the smile of abandon which has been the rule of the world since 1918. I am still looking, hoping, praying, for the kind of smile which shall mean that the life we live is at one with our purposes and our aspirations, the kind of smile which can come only with the fulfilled life, the kind of smile which denotes spiritual insight, spiritual motivation, and a spiritual interpretation of all of the facts of life. And it can never come through education, through industry, through politics. It can only come through all of them, hopeless as that may seem, all of them working together, so that the natural by-product and fulfilling of life will be what we now call recreation —the re-creative aspect of the combined affairs of life.

Recreation for Girls

(*Continued from page 208*)

itself to provide recreation for nine thousand women.

There is a third phase of the policy for the future: More interest must be taken in those girls who are below normal physically. This can be done in any organization where there is a medical examination or a follow-up of the absentees. It is not the girl who is interested in athletics who requires our care and supervision, because she will find it for herself; but it is the girl who needs recreation and may be unconscious of the need who should receive our attention.

Bowling for Girls.—Leominister, Massachusetts, has a girls' Community Service Bowling League which is conducting a regular schedule of matches, not only between the teams of the League but with teams in nearby cities having similar leagues. Each competing team will consist of the five girls who have made the highest score at the end of the month.

The Community Service Girls' Recreation League of Turners Falls, Massachusetts, has leased the bowling alleys of the inn for use one night a week. Last year, the bowling parties of the girls' clubs were one of the most popular features of the program, and the taking over of the alleys by the League has made it possible for even a larger number to enjoy the sport.

Book Reviews

THE NEIGHBORHOOD IN NATION-BUILDING. Robert A. Woods. Published by Houghton, Mifflin Company, 140 E. 40th St., New York City.

The developing philosophy of community and recreation programs in America is revealed in the series of addresses, papers and studies by Robert Woods. These addresses cover a period of thirty-two years of service to a district of Boston—to Boston—to the nation—and to the world. All the younger community workers have gone forth a little more humble, with a little more capacity for learning, with more steadiness, more courage, more faith because of the life and work of Robert Woods. Unhurried he has thought and served and made all his thoughts and expressions available for all. Mr. Woods pays generous tribute to the work of War Camp Community Service, the Playground and Recreation Association of America and to Joseph Lee and his national leadership in community and recreation service.

SOCIAL WORK, AN OUTLINE OF ITS PROFESSIONAL EFFECTS. Published by The American Association of Social Workers 130 East 22nd Street, N. Y. City. Price, $ .25

This little book fills a decided need by describing briefly the various lines of activities open to the social worker and outlining the sort of training necessary for each type of work. The book contains a chapter on social group work, such as settlement group work, independent group work and work in Christian associations. There is also a section devoted to community organization which is especially interesting and informative, embracing as it does rural organization, health organization and education, economic organization and development, housing, leisure time activities and neighborhood organization.

The book further contains information regarding institutional, psychological and personnel work in industry, work with racial groups, public health nursing, nutrition work and social research.

PLAYGROUNDS AND RECREATION—Bureau Publication No. 92 of Outlines for Study of Child Care and Child Welfare. Prepared by the Children's Bureau, United States Department of Labor in cooperation with the Federal Bureau for Vocational Education. Published by the Government Printing Office, Washington

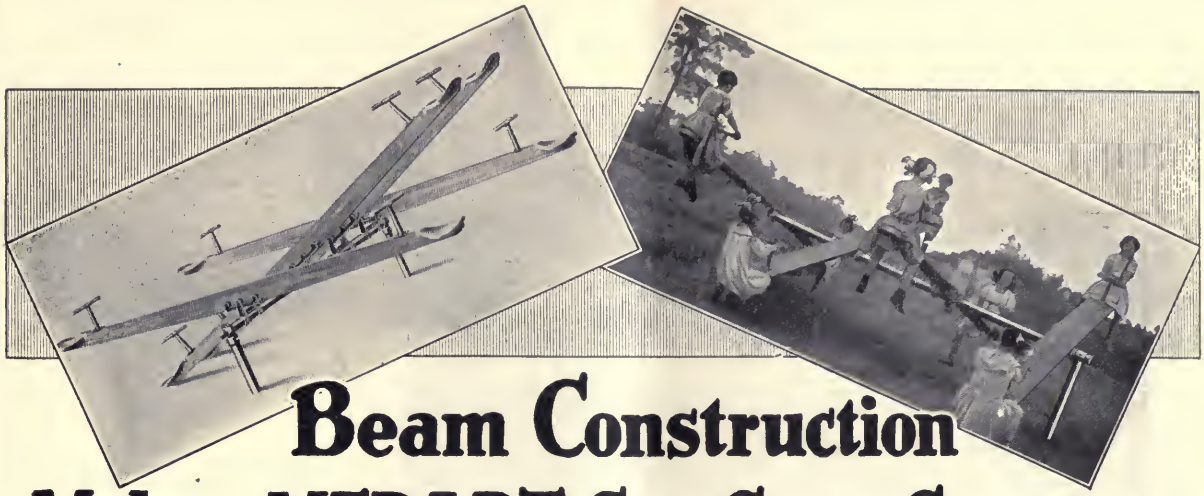
These suggested courses of study of Play and Recreation prepared by Prof. Geo. E. Johnson of the Department of Education, Harvard University are arranged in six outlines:

1. — Introduction
2. — Nature of Play
3. — Uses of Play
4. — Practical Application of Play in Child Development and Child Training
5. — Play Movement
6. — Organization and Demonstration of Play and Recreation

The outlines it is pointed out are not prepared for use directly as lessons but are published as source material from which the instructor may make his own course. A general bibliography on play is offered.

OLD INDIAN TRAILS. By Walter McClintock. Published by Houghton Mifflin Company, 16 E. 40th St., N. Y. C. Price $5.00.

All who are interested in the Indian, his customs, folk lore, arts and crafts will find in OLD INDIAN TRAILS a fascinating story. Mr. McClintock, from his experiences with the Black Foot Indians on the prairies and his intimate association with them for many years, has written a book at once authoritative and of compelling interest.



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For two weeks these one hundred and fifty Camp Fire Girls were at the Stockton, California, Municipal Camp.

Log Cabin Lodge at the Stockton, California, Municipal Camp. This serves as a social and dining hall.

The Playground

Vol. XVII No. 5 AUGUST, 1923

The World at Play

For Better Citizens.—As a result of a recommendation made by the Conference on Training for Citizenship and National Defense, held in Washington last fall under the auspices of the War Department, President Harding has created the Federal Council for Citizenship Training. The new Council is composed of representatives from ten executive departments and from the federal Board of Vocational Education and the Veterans' Bureau. Its officers, are Dr. John T. Tigert, Commissioner of Education, Chairman; Dr. A. C. True, Director States Relation Service, Vice-chairman; and Dr. C. R. Mann, War Department, Secretary.

A $10,000 Gift to New Orleans.—Mrs. A. J. Stallings, president of the Playground Commission of New Orleans, has given ten thousand dollars which, with additional funds from the city, will be used in transforming three squares of Jefferson Davis Parkway into a well equipped playground to be known as the Olive A. Stalling Recreation Center. The first section of the ground will be made into a beauty spot; the second will be the playground proper, and the third be used for tennis courts, a swimming and wading pool and recreation pavilion.

Mrs. Stallings was responsible for the opening of the first playground in New Orleans and since 1904 she has worked unceasingly for the provision of playgrounds for the children of this city.

The Macomber Playgrounds.—Two years ago, Mr. and Mrs. George E. Macomber gave to the city of Augusta, Maine, a fully equipped playground. Ideally situated, it has natural terraces covered with shrubs and flowering vines, and grounds are large enough to accommodate six or seven hundred children. A large wading pool, a play house and a summer house add greatly to the attractiveness of the ground.

Every Saturday afternoon there are special events and playground circuses, doll parades, boat races and sand box contests—all of which come in for a share of attention. A club of fourteen high school girls has been organized to help with these special events and with the storytelling.

$1,500,000 for Los Angeles Playgrounds.—A bond issue of $1,500,000 for playgrounds was put to vote of the Los Angeles people in June and carried with a majority strongly in its favor. The question of the issue was not agitated until three and a half weeks before the date of voting and only $22.00 was expended upon the campaign. An effective sticker, 8¾" x 4½", occupied by a picture of the smiling Playground Boy on one side and by the words "Vote Yes No. 5 Playgrounds" in large black letters on the other, was used in connection with the campaign.

The St. Louis Bond Issue.—In the May PLAYGROUND there appeared a note to the effect that of the recent bond issue of $87,000,000 passed in St. Louis, $2,500,000 will be devoted to parks and playgrounds.

In addition to the expenditure of $2,500,000 for new parks and playgrounds, $1,300,000

will be devoted to the improvement of present playgrounds, making a total of $3,800,000 which the city will spend on its recreation facilities.

Recreation in the Mormon Church.—The presidency of the Mormon Church has assigned to the General Boards of the Young Men's and Young Women's Mutual Improvement Associations supervision over the recreational activities of the church. The General Boards are accordingly issuing a series of pamphlets on recreation. The first, which has just appeared, outlines a recreation program, methods of organization, objectives and standards, and offers other suggestions for the recreation life of the church. Great stress is laid on home recreation.

For the Whole Community.—If there is a "doubting Thomas" who believes the Municipal Recreation Department is limited in its power to work with community groups, we commend to him the annual report of the Recreation Board of Reading, Pennsylvania. Here is the story of a Recreation Department only two years old which is working with industries, hospitals, churches, fraternal organizations, commercial and social clubs and other groups, helping them in their individual recreation problems and making their programs function for the community as a whole.

Not the least interesting feature of the program are the twilight hikes of the summer season and the moonlight hikes of the winter months. For those who prefer a more vigorous type of hiking, flashlight hiking has been introduced. For this novel sport the hiking club is divided into two groups. One group, known as "Foxes" carry flashlights. They start fifteen minutes in advance of the others who are termed "Hounds." The purpose of the "Hounds" is to trail the "Foxes" by means of phosphorous and flashlight.

A unique feature of the community moonlight hikes in summer are the moving pictures given in the open, often in the heart of the woods. A motion picture screen is hung and the power is generated by the recreation car parked on the road bordering the woods. Educational and comedy pictures are shown.

Developments in Salem.—A recent report of the Board of Park Commissioners of Salem, Massachusetts, tells of the securing of an open air auditorium suitable for concerts, public meetings and dramatics. The theater, which is the shape of a horse shoe, has a stage twenty-seven feet by forty feet at the open end, and seats of a permanent character to accommodate approximately a thousand people. The seating area is surrounded by heavy planting, making a natural enclosure, and rustic steps lead down to the auditorium from the plaza just beyond the planting.

In Forest River Park a swimming pool was constructed of concrete composed of discarded granite blocks grouted with cement. Five hundred twenty square yards of this material were laid. The auto camping sites set aside in this park have proved an interesting feature of the system.

A questionnaire relative to municipal golf sent out by the park department showed that the average maintenance cost of a nine hole golf course was $4,580; the average receipts, $4,744. These figures are based on estimates received from thirty-two cities. A second questionnaire revealed the fact that the average cost of the motion picture performances provided by park departments is $25.00.

In Greenville, South Carolina.—Greenville Community Service reports that children's movie matinees on Saturday morning are an established fact, with more than two hundred children in attendance each week. It also points with justifiable pride to the fact that a very effective May Day festival, viewed by approximately seven hundred people, was arranged at a cost of $5.00.

A Pageant of the Old South.—Florence, South Carolina, recently attempted a delicate and difficult task in portraying the days of the war between the states and carried plans through to a triumphant conclusion. The Pageant, "written, produced and enacted by the People of Florence under the auspices of the Florence Community Service, was offered as a tribute of love and respect to our guests, the survivors of the war between the States, and as a memorial to those heroes in gray who have now 'passed over the river, and rest in the shade of the trees.'" The Episodes represented Secession, War, Reconstruction, ending with The New South. The Prologue to the

first Episode, written by James M. Lynch, closes:

"These are the scenes we would in pageantry portray.
Not ancient passions to revive, nor bitterness.
We none would blame nor censure. But from history's page
We picture forth the past, teaching posterity
True reverence for the brave deeds of those from whom they spring.
And honoring thus the presence of an aged few
Of those who acted in the drama long ago."

The Public Schools Athletic League Fete.—Maypoles of purple and yellow and pink and blue, surrounded by thousands of dancing children, wearing white dresses and gaily-colored hair ribbons, made a beautiful and ever-changing picture in Central Park, New York City, on June 5th, the day of the Public Schools Athletic League Fete. These dancing children were pupils in the Manhatten public schools. To the lively music of a band they wound the Maypoles and laughingly danced the folk dances which they had learned on the playgrounds. The Boy Scouts gave much assistance by policing the field and helping in the moving and setting up of the maypoles. To all who loved color and beauty and children, the sight was a most impressive one.

The Endicott-Johnson Recreation Program.—The 1923 Workers' Minstrel, recently presented by the recreation department under the direction of Harold F. Albert, head of the department, was, as usual, a most successful event. The printed program of the Minstrels emphasized in a most attractive way some of the remarkable recreation facilities provided by the company. Pictures were shown in the program of the splendid swimming pool containing over a million gallons of filtered water with diving boards and slides, wading pool for children, a park, band stand and facilities of all kinds, and free picnic grounds for everyone. "Come and bring your lunch" is the cordial invitation appearing in the caption of the pictures. People come from miles to enjoy the recreation facilities offered.

A Day of Real Sport at Yakima, Washington.—Yakima's *Day of Real Sport* was held May 26 at the State Field Grounds with more than three thousand children of all ages participating. Eleven thousand people visited the grounds and enjoyed the folk dancing, athletics, polo match, fencing exhibit and other events which made the day one of the most successful community projects the city has ever known. Seventy-four men and women assisted on sub-committees or aided in the preparation. With the teachers and others who helped train the participants, approximately a hundred and fifty volunteers helped actively in the arrangements. Many local organizations cooperated.

The Secretary of Community Service has been appointed municipal recreation director. He will have a number of volunteer workers. The alumni of Sigma Alpha Epsilon fraternity have agreed to foster all Community Service activities, helping particularly with the playground supervision. The Epworth League of the Methodist Churches has also promised to aid in conducting playground activities.

Early Opening for Summer Playgrounds.—"This is the first year," writes Mr. Schmoyer, Supervisor of Recreation at Allentown, Pa., "that we have opened our playgrounds during the month of June. Our attendance record, we feel, warrants its continuance with the opening of more grounds each year. Next year, we are planning to open from April 1 to July 1, and from September 1 to October 30."

At Xenia, Ohio.—In order that their employees might learn about the opportunities for twilight play which the Community Recreation Association is providing, the Hooven and Allison Cordage plant, one of the largest in the world, closed their factories twenty minutes before the regular closing hour. Over seven hundred employees assembled on the hillside of a seventeen-acre plot of ground which the company is planning to give its employees and the community as a baseball diamond and play field.

A Play Center in Leeds.—Under the Play Centers Fund of England, organized after the Magistrate's Relief Fund, the city of Leeds has done especially interesting work.

Promptly at five o'clock a crowd of boys and girls eagerly seek admission at the door of the school building which is being used as a center and quickly disappear into the rooms provided for them. These rooms are labeled according to the activities they house. The *Quiet Room* has a supply of books and periodicals for the studiously inclined. The *Handwork Room* supplies materials from which may be fashioned decorative caps, Chinese lanterns, dolls' furniture and many other articles. The older boys and girls devote their energies to weaving (hat bands, scarfs and ties), rug making and bead work. The Woodwork Department has a special fascination for the boys. In the *Needlework Room* the little girls have the satisfaction of seeing embroidered mats and table centers growing under their fingers. The *Game Room* is the place where singing games, guessing contests and real romps take place, while in the *Dancing Hall* awkward girls acquire a sense of rhythm and grace of character.

A *Baby Room* is provided where the "little mothers" of the district may safely leave their small charges in capable hands while they have an hour's play.

Wanted—Kite Designs.—The Playground and Recreaton Association of America is constantly having requests for kite designs and information on kite flying contests. V. K. Brown of the South Park Commissioners of Chicago, C. E. Brewer, Recreation Commissioner of Detroit, and A. N. Morris, Superintendent of Recreation, Sioux City, Iowa, and others have very kindly sent us copies of their material. This leads us to hope that there are other recreation workers who will, "for the good of the cause," send us copies of their blue prints and instructions for making kites.

Original kite designs which you are willing to have used will be gladly received by the Association.

Golf Course Regulations.—At the golf course conducted by Community Service of Elmira, the following arrangements have been made for charges and fees.

Clubs may be rented at fifteen cents per hour upon a deposit of $3.50. The charge for balls is five cents per hour—the deposit, fifty cents. For the use of the golf course, the fee is a dollar and a quarter for ten rounds—seven holes to a round. For group golf lessons with clubs furnished, there is a charge of fifty cents. A cage for practice driving with wood and iron clubs may be rented at a dollar an hour.

A golf card may be used by more than one player and is transferable.

An Evening Course for Playground Teachers.—A short course is being given by the Passaic, N. J., Board of Recreation for playground teachers and volunteers interested in recreation. While it is especially recommended to school teachers, Sunday School teachers, boy or girl leaders, or Scout leaders, the general public is invited.

The course will be held three evenings. The subjects taken up will include play and play programs, handwork, playground games, singing, coordination with the schools, swimming pool management, summer organization of playgrounds, plays and pageantry and the duties and qualifications of the recreation worker.

Physical Education Courses at George Peabody College for Teachers.—The George Peabody College for Teachers at Nashville, Tennessee, announces courses in physical education which will lay special stress on community recreation and the training of athletic coaches.

Information regarding courses may be secured from Dr. A. D. Browne, Professor of Physical Education.

New Orleans Fosters Competitive Athletics for Girls.—A field and track meet for girls, in which more than eleven hundred took part, was recently run off by the Public School Athletic League of New Orleans. This was such an unqualified success that even those citizens who had at first opposed a public competitive meet for girls were won over.

L. di Benedetto, Director of the New Orleans grounds and Secretary of the Southern Amateur Athletic Union, assisted at the meet, and presented a cup to the winner of the high jump in the unlimited class. He also had a large share in promoting the track and field championship meet for women held late in May under the auspices of the Southern Amateur Athletic Union at the Tulane Sta-

dium in New Orleans. This meet included entries from the leading women's organizations in the Southern Association territory, which includes Texas, Mississippi and Louisiana.

Girl Scout Dinner Held in Honor of Sir Robert and Lady Baden-Powell.—A Girl Scout dinner was held in honor of Sir Robert and Lady Baden-Powell at the Hotel Commodore, New York City, on Monday evening, May 14th, followed by speeches by Mrs. Herbert Hoover, President of the National Girl Scout organization, the Honorable Frederick Kernochan, who represented the Boy Scouts, Mrs. Jane Deeter Rippin, Executive Secretary of the Girl Scouts of America, and Sir Robert and Lady Baden-Powell.

Mrs. Hoover spoke of the high purpose of the National Girl Scout organization, of the work of the founder of the game of scouting, and of the vision she held for the organization's future. The Honorable Frederick Kernochan told of the work of the Boy Scout organization in solving the leisure-time problem for boys and of the service which the Boy Scouts were rendering various organizations—particularly the police and the Juvenile Court. Mrs. Rippin spoke of the fact that 40,032 new Girl Scout members had been enrolled in 1922 and told of their program of practical work and play. There were 15,000 women, she said, who were giving time to training these girls in Scout activities. The $3.50 uniform, which all wore, made them feel that the world was truly democratic. Lady Baden-Powell spoke of the International Girl Guide Council, of which she was chairman, of the internationalism of the Girl Scout movement and of her hope that through this work differences of opinion might be sunk and people might be led to pull together. Sir Robert Baden-Powell congratulated the Girl Scouts for their spirit. He told of the motives involved in forming the Scout program and of the results which they hoped for. Training of character and the fundamentals of religion were especially emphasized.

The dinner was largely attended and all were enthusiastic over Scouting and the "founder of the game."

A Leader in the Recreation Movement

ROBERT A. BERNHARD
Superintendent, Bureau of Playground and Recreation, Rochester, N. Y.

Because he has headed the broad work of the Bureau of Playgrounds and Recreation since its organization in 1915.

Because he believes good recreation is a marketable commodity and sold $170,000 worth of it to Rochester for 1922 delivery.

Using Music as a Healing Force

Part 1.

By Kenneth S. Clark

That music has a curative power has become almost a commonplace. Learned essays have been written about it and a certain amount of more or less superficial investigation has been undertaken. Possibly the most practical effort that has been made, at least in New York City and its vicinity, to plumb the subject to its depths is that of the Committee for the Study of Music in Institutions. The relation of music to behavior in corrective institutions, its quieting effects on persons suffering from nervous and mental disorders, have been indisputably proved since the committee has been at work. The public is now in a position to know the facts concerning this investigation through the publication of two pamphlets written by the Director of the Committee, William Van de Wall. These booklets are entitled "Music in Correctional Institutions" and "Music as a Means of Mental Discipline." A limited supply of them is on hand at the office of the Committee for the Study of Music in Institutions, 135 East 15th Street, New York City.

Inasmuch as the committee works through Mr. Van de Wall as its agent, a glimpse of the latter's background and of the genesis of the work will help toward a complete understanding of it. Before the war, Mr. Van de Wall had been the harpist of the Metropolitan Opera orchestra. Enlisting in our Marine Corps he was assigned to the U. S. Marine Band. Being of a philosophic turn of mind and of a deeply spiritual nature, he utilized his residence at the National Capital to take up some theologic studies at the George Washington University. Meanwhile, he became acquainted with the Community Music movement through his work as chorus master for the Washington Opera Company. This combination of influences made him feel that he could best serve his fellow man through his music. Joining the national staff of Community Service, he began work as musical organizer in New York City. That work led him into various institutions and his investigative mind soon made him realize the public need for a more thorough knowledge of musical therapeutics.

It happened that Dr. O. F. Lewis, the late General Secretary of the Prison Association of New York, as a result of his experience during the war as director of the community singing department of War Camp Community Service, had seen the infinite possibilities of music in institutions. On his initiative there was formed the above committee with Mr. Van de Wall as its director.

At the outset of his account of "Music in Corrective Institutions" Mr. Van de Wall states the theories upon which his work in four of such institutions was based, as follows:

(1) When used in such institutions, music must act as a stimulant of constructive and socializing energies in a program which makes for physical, mental and moral regeneration.

(2) The musical activities are not to be a diversional pastime for the inmates but as inducements and opportunities for these unfortunates to express their better selves along lines of aesthetic discipline and harmonious team work.

Among Workhouse Women

First of the institutional activities described are those at The Workhouse for Women of the State of New York, on Welfare Island. The entering wedge was a weekly music session as an appendix to the school course in the prison. The sessions became (a) a reward for regular school attendance and (b) an incentive to attend the school. The results were, first, that the weekly musicale developed into a regular gathering of the better behaved elements in the prison population. In fact, all non-essential work was permitted to be stopped and to be made up for later. Even crippled women stumbled in. Second, school attendance increased at once. The number grew from twelve to seventy, or a third of the population. The rougher, uncouth type of inmates were sometimes the most encouraging subjects for these musical treatments. Says Mr. Van de Wall:

"Our musical work engaged the very intense interest of many of these overcharged dynamos

of human energy and they found an enormous emotional outlet in singing. Often they brushed into the classroom, brimming over with foolish jail noises, just released from their cells, like animals stretching themselves after long inactivity behind the bars, swaying with their bodies, arms and legs in a 'never mind what becomes of me' fashion, and tossing their profuse and fantastically arranged hair with a daring energy, so much needed for better purposes than the institutional 'show-off.'

A half-hour of continuous singing, starting with a yelling of the 'Star-Spangled Banner,' gradually moderating in time and intensity to, finally, a softly hummed, 'Sleep, My Child, and Peace Attend Thee,' never failed to exhaust surplus emotional energy, grasp the upward-groping soul, and mould the ill-mannered, self-advertising noisy and obnoxious individual into a well-behaved, self-restrained and pleasingly cooperative personality."

As to his method of procedure in this institution, the director says: "I allowed these women of strong emotional make-up first of all to express themselves in conversation on whatever was most seething within them, and then we picked out a song which voiced more or less the fundamental tone of their emotional trends. And we sang it. The consequence was always a genuine unburdening of that which burned within them.

"The musical exercises consisted primarily of group and solo singing since instrumental training would have required too much individual attention at the expense of the group. As to heartfelt singing no Metropolitan Opera chorus could measure up in intensity of emotion to the workhouse prison chorus. The dynamic power of their vocal expression seemed to be caused by energy running amuck and it was the director's task to guide that energy into constructive channels.

"The favorite selection for solo-singing of the average American prisoner, especially of the prevalent middle and lower voices is 'A Perfect Day.' I shall never forget the rendition of this sentimental number by a fright-conjuring, rough type of woman, who sang it with the remnant of a beautiful voice, revealing a mind susceptible to expression of the most delicate feelings, of which she must have had the impress in her life. And 'Eli, Eli,' the classic Jewish dramatic religious anthem—how it was rendered (I cannot say sung because there was no voice) by a miserable, emaciated, vulgar-looking wreck of a Polish immigrant woman, pale and haggard, unkempt and untidy, hobbling on crutches. This woman threw herself so passionately into the song, and reached such imposing moments of despair and religious ecstasy, that parallel pictures of Shakespearean characters played by stars of the Rialto flashed across my memory.

"Then there was a French girl, convicted of stealing from church collection baskets, who sang 'La Reve de Manon' with the angelic sonority of the French light soprano. And again, the singing of 'La Paloma' by a Spanish girl whose morality was as slender as her figure, but who was sublime in her rhythm, and extremely decent in her behavior toward me. She often gave us an encore after having received ovations of applause, exploding in such salvos as only prison walls ever echo, a violin solo through the medium of her nose, with such a baffling resemblance to a violin resounding from a far distance that a gramophone could not have improved upon it.

"'Old Black Joe' was a favorite, sung by the whole group, with four darkies hiding behind the piano to sing as the voices from Heaven—'I hear their gentle voices calling, "Old Black Joe." The voices were not always gentle, but the effect was always heavenly, and the greatest joy was experienced when the angels returned to earth from behind the piano and reported about 'upstairs.'"

The director describes his method thus:

(1) Engage the more or less developed talents

"Our musical work engaged the very intense interest of many of these overcharged dynamos of human energy and they found an enormous emotional outlet in singing. Often they brushed into the classroom, brimming over with foolish jail noises, just released from their cells, like animals stretching themselves after long inactivity behind the bars, swaying with their bodies, arms and legs in a 'never mind what becomes of me' fashion, and tossing their profuse and fantastically arranged hair with a daring energy, so much needed for better purposes than the institutional 'show-off'."

for solo work; the group in its entirety for choral work.

(2) Allow the inmates a limited latitude in selecting their own songs, constantly influencing a better choice. This insures full cooperation and general attention.

(3) Establish order and active participation through the sense of fair play and comradeship.

(4) Arouse interest in the songs through discussion of the text, and develop preference for songs with a sound emotional social message.

(5) Teach at every session something new.

(6) Be always optimistic, patient, calm and polite, but also energetic, decisive and enthusiastic.

Results achieved are summed up by him as follows:

(1) The formation of a group of inmates gathering for a cultural and intellectual purpose, focussing their attention and efforts on objects of beauty, which make for right proportion or balance, order and morality

(2) The coordination of more or less individualistic and eccentric subnormals into a body of voluntary team-workers for humanizing constructive purposes

(3) The subjugation of so-called difficult characters into sociable fellow-workers.

(4) The utilization and development of the higher instincts, desires and impulses for free harmonious discipline.

(5) Guidance toward moral progress

(6) Creation of direct happiness contributing toward direct group contentment and order

In a Catholic Institution

A spiritual aesthetic mission was entered upon by Mr. Van de Wall at the House of the Holy Family, in New York City, an institution caring for delinquent and incorrigible juveniles of the Roman Catholic faith. The director felt his work to be in keeping with the purposes and ideals of such an institution for he declared: "I feel my task to be a spiritual mission. I regard the recreation which I want to give as a veritable means of recreation, as an attempt to utilize those God-given powers in the children confided to the care of institutions, which, without constructive recreation, would break them down, instead of building them up. In the daily routine of life our latent powers are only partly employed. It is in recreation that we seek consciously and unconsciously to use and live out these unused physical and psychical potentialities with which God endowed us at our birth. The exhilaration which accompanies the satisfaction of our recreational desires constitutes at the same time a temptation which if not counterbalanced by sound and serious, unselfish and humane principles, will enslave its victims and make the excitement an end in itself, a detriment to the individual."

The director found the general type of wayward girl assigned to the House of the Holy Family, to be the victim either of bad inheritance or of bad environment or of both. It struck him that a predominant number of those adolescent girls represented children of the foreign-born. Says he: "We often deal here with cases of imperfect Americanization. Old Europe and young America clash within the household and the consequence of this gigantic struggle of conflicting racial influences is often a disrupted, inharmonious home and psychopathic, neurotic, wayward child, whose mind and individuality try more or less unsucessfully to survive the racial battle, which is duplicated and intensified in its own soul, and it is often the purest soul suffering the most. Consequently I regard this type of wayward girl as an individuality struggling for recognition and a place to develop harmoniously, craving for a socially congenial environment. She lives very intensely, and feels very strongly. She is able to love very deeply, able and willing to try very hard if approached in the right way. I find with varying mentality her disposition very encouraging. She is witty and craves for the psychic relief and help of the comical. She is above all, aesthetically very keen and responsive—and this is our meeting-ground. She has to learn to demand the same elements of beauty in behavior as we find in artistic creations. Her often precocious human experiences make her recognize and appreciate congenial treatment."

One of the director's methods in dealing with such girls has been to ignore abnormal behavior and constantly to draw upon possible good qualities. His aim was to influence therapeutically in the following ways:

(a) By giving tasks arousing interest

(b) By elevating mental and emotional desires and developing expression

(c) By supplanting the individualistic by social behavior

(d) By forging beauty, good and God into a very spring of action

At a Protestant Home for Girls

At the Wayside Home in Valley Stream, Long Island, the director became acquainted with a school for Protestant female first offenders above the age of sixteen years. This institution was indeed the starting point of the director's work with delinquents. The program just described as having been used at the House of the Holy Family, was originally built up and tried out with certain modifications in the Wayside Home. The modifications dealt, first, with the denominational differences in the two institutions. A further differentiation was necessary on account of the two different types—in the Catholic Home, the adolescent child—in the Wayside, the matured young woman.

At this latter home, the director sought to develop a mature taste through acquaintance with a number of classical songs with dramatic and appealing content. Although part singing was practised, he laid more stress upon the unison singing of the group and upon their musically and textually understanding the songs. The group attempt often resulted in a gripping interpretation of the song. Says the director: "We sang Grieg's 'Autumn Storms,' and no full string orchestra ever gave me the sensation this unison-singing reformatory group affrighted me with in the sweeping onrush of the melody. Nor had any one of the greatest Schubert performers ever awed and overcome me with so much grief and mournful despair expressed in the last words of the 'Erl King' ballad—'Lo, in his arms the child was—dead!' as did these girls intoning that word 'dead!' "

A music appreciation course was given to develop the musical intelligence of the girls. Here, talking machine records were utilized. The record of the "Rosary" by Schumann-Heink did wonders in making the untutored girls at once grasp how to sing a song they could understand, how to express one's deepest, best self in song, doing the self and the song the greatest justice. The group changed at once into a forty-fold Schumann-Heink.

A course in musico-social ethics provided an answer to the question raised in a sociological periodical: "What good can music accomplish for the institutional inmate and will this influence have a lasting effect?" His work at the Wayside Home convinced Mr. Van de Wall that the lasting effect of music upon the mental and moral life can only be indirect and not direct. To unravel and reorganize such a knotty personality as a reformatory inmate by simply making him listen to a tuneful air—one feels at once the impossibility of it. The wonderful power of music however, is that it may stimulate a person to feel, and think about, and act upon, a certain thing which it is necessary and good and beautiful for him to do for himself. And that is why music is an essential in a training course designed to develop self-mastery and perseverance in the well being of the will.

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How a Song Is Used

How does this work? The director illustrates it with a song such as he used in the musico-social ethics class, "What shall we sing?" "Please, 'Believe me, if all those endearing young charms!' " "All right! Number 28 in 'Twice 55 Community Songs'." 'A wonderful song', he comments, 'purely musical, which welled up out of the loving soul of Thomas Moore and the unknown (?) Irish composer, a song remodeled and perfected by centuries of popular use.' We sing it. It sounds with the best intention, flat, unmusical and feelingless. We don't get out of it what there is in it, seemingly. We all sense that, but we don't know why.

"Here starts the ethical teaching, I should say in the Socratic way, which creates the desire to know first, then supplies the knowledge itself. Thus we all felt that we could sing it better. How? What was lacking? Let us examine the text first. One of us is asked to read it, and we concentrate very intensively on this proposition:

"If all those endearing young charms . . .
Were to change by tomorrow . . . . . .
Thou wouldst still be adored . . . . . ."

"A new message this, indeed, for butterfly sweethearts, dance-hall girls, prostitutes, who paint themselves in order to remain 'in demand!' To be desired as a personality of mind and soul and not only physically! Some skeptics ridicule the possibility of it. They sarcastically profess to know better, to be 'wise guys,' but others protest vehemently. And a lively, passionate debate follows, left to itself by the class-leader, though guided in the right directions. For the principal points must come from the class and a final group statement defining the contents of the song to be agreed upon. In this case it developed to be: 'Lasting Love'!

"And again we sing. And the textual interpretation is transformed suddenly, imbued with emotion and intent. The singing is now the expression of the many 'selves' living themselves the experience of the eternal lovers of the song.

"Then we repeat the song phrase by phrase, and take a gramophone record of it as sung by a great artist, to listen to and imitate for the style. We always find it worth while to analyze and follow his vocal technique, but sometimes, we are disillusioned by his artificial interpretation. It is a hard thing to 'put over' a sham interpretation on prisoners! They are with their backs against the wall and have nothing to lose in displaying disfavor with what they think others this time are wrong or not sincere about.

"What happens psychologically? A new complex is created, interknitting and organizing a whole system of beautiful, good, healthy and moral sentiments and thoughts in the realm of the physical sublimation of the sex-instinct, a complex with strong potentialities for resisting and suppressing the atavistic beast within us and liberating our sacred and heroic self. And the mere intonation of the tune will suffice to enchain all these divine and inspiring emotions, thoughts and energies necessary for holding us steadfast in our struggle for a sane and social and successful life.

"That is what a mere song can do, if its potentialities are recognized and utilized."

A class leader must be an ethical mentor. Because of the happiness created by music, the one who produces it or causes its production enjoys a valuable popularity, in other words, the human soul turns like the sunflower toward the spot from which comes the light, then it extends its faith over an entire personality. "The music teacher brings us pleasurable music," is the argument of many inclined to follow the line of least resistance; "he will certainly have more good things in store—he means well by us!"

Thinking exercises were utilized by Mr. Van de Wall because he found the reformatory inmate just as eager to think clearly as to feel intensely. "Taking the pictorial and dramatic settings of the songs as starting points, we philosophized about all the associations possible to be extracted from the class, taking one inmate after the other as debating opponent, whether the mental age was five or twelve, meeting them all on their own ground, then trying to increase their vision, their scope, their concrete supply of useful ideas. These moments of philosophic speculation were called by the girls 'thinking hours,' and were asked for repeatedly even by those least expected to be interested and they yielded two results: They supplied the inmates with new ideas, new ways of thinking and power habit, and with material for due reaction before taking action; and the class-leader with new knowledge about the inmates, new interest, new visions for the work."

Work at the State Reformatory

A new problem was presented to Mr. Van de Wall at the State Reformatory for Women at Bedford Hills, New York. That problem was how to serve the institution housing many scattered groups within a weekly visit lasting less than one day. The director found the Bedford Girl to be the most problematic. She was far from what one would call a person of meek disposition. As a group, the girls showed a tendency to over-compensate for absent qualities by boldly showing off what individually they feared to exhibit.

The girls had to learn self-restraint and group behavior. "I am happy to say," relates Mr. Van de Wall, "that our music exercises, with rare and single exception, subdued, harmonized, socialized and inspired not only our worst psychopaths and feebleminded and insane delinquents, but even the drug addicts; and our community singing now brings the entire population together in the Chapel without serious incidents, the girls singing for about one hour, with great enthusiasm and good order, from a screen which shows the song texts projected by a lantern, about fifteen or twenty songs at a session. We have so far built up a repertoire of about fifty songs.

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Music and Citizenship

By
Benjamin F. Pearson

President Civic Music and Art Association of
Los Angeles, California

The wealth of a nation is character; character is the product of educational and social influence. The greatest element in the disintegration of society at the present day is class prejudice; a medium of contact must be found which carries with it no taint of propaganda. The "masses," so-called, are suspicious of every effort of the "classes" to bridge the chasm. Music is impersonal, and affords opportunity to the individual to render a spiritual service. Civilization will be safe only when the individual realizes his moral obligation, and puts it into practice. Music brings to the world a message from the consecrated dead of all nations, obliterating the barriers of race, color, creed, and tongue. Music, dedicated to the happiness of all the people, must, of necessity, prove to be one of the greatest instruments in eradicating class consciousness, which is one of the greatest menaces to progress and civilization.

This year's Music Week, sponsored by the Playground Department of the City of Los Angeles in cooperation with the various civic, musical, religious and social organizations of the city, awakened "the musical consciousness" of practically the entire community.

The Music Week parade, with its sixty-nine floats, its sixteen bands and one hundred and thirty-six decorated automobiles, the wide participation of the foreign-born musical groups of the community in various programs, the great community "sing" at the Hollywood Bowl with an audience of over ten thousand, singing together, the band concerts in eight of the city parks participated in by sixteen hundred musicians, six hundred of them professionals, and heard by over sixty thousand people, and the fifteen hundred or more musical events of various kinds which took place during the week—all these signify in the very best manner a real, cooperative, democratic, community music movement "by and for all the people."

Best of all, Los Angeles' Music Week this year is to have permanent values. Following Music Week there was organized a Civic Music and Art Association for Los Angeles, embracing in its organization plan representatives of every important community group interested not alone in the promotion of music as an art, but in the building up of a better citizenship through the medium of music.

No movement of the people of any importance can succeed without the right kind of a leader. In Benjamin F. Pearson, Chairman of the recent Music Week, and President of the newly-formed Civic Music and Art Association, Los Angeles has discovered a leader of the right caliber. Mr. Pearson is the General Manager of the Operating Department of the Southern California Edison Company, one of the great power and light corporations. Born in England, he came to America as an immigrant and worked with pick and shovel for the company in which he now occupies one of the most important positions. He has spent most of his life dealing directly with many kinds of people and has a great social vision of the power and influence which music may mean in the life of the people. He is especially interested in the promotion of better citizenship, particularly in the matter of drawing into a more community relationship the many groups of foreign-born citizens, whom he believes have a real contribution of value to make to the community life in America through music and art.

Mr. Pearson has pledged himself to this movement and has already won the support of large groups of influential people throughout Southern California to this undertaking. Mr. Pearson is President of the Civil Service Commission of Los Angeles, having held that position by appointment under four successive mayors of the city.

Some of the objectives of this democratic musical organization are to be found in its statement of purposes as follows:

"Through the medium of music to promote the highest ideals of citizenship

"To preserve the integrity of the Constitution of the United States

"To command at all times a proper respect for the Flag of our Country

"To assist in the proper observance of national anniversaries such as Independence Day, Memorial Day, Flag Day, Washington's Birthday, and Lincoln's birthday

"To foster the closest possible community relationship between all classes of society both native and foreign-born

"To promote music in Southern California from a community standpoint. This means the recognition of music as a social as well as cultural force in the community life"

The Association also has for one of its purposes the erection of a much-needed Civic Auditorium in Los Angeles, suitable for the largest and best types of concerts and other public entertainments which will be for the use of all the people. It is expected to attain this project within the next year through the medium of a bond issue. The Association in the meantime will use every effort to crystallize public sentiment toward this end.

Junior Glee Clubs

Thoughtful musical educators grieve at the wastage in choral material that ensues following the graduation of our young people from high schools. These are the conditions: The young girls and boys receive good choral training in the high school and they approach their graduation with a climax of interest in choral music. After their contacts with the school music are severed they find themselves in a period where they are too old for school music and not old enough for the adult musical organizations. If something is not done at this time to keep them tied to choral work their interest is liable never to be renewed again. Nothing is done in most cases to stop this waste of talent despite the fact that many choruses keep complaining that they are languishing because the young people have no interest in choral work. There is a call, therefore, for every adult chorus or other musical organization to see to it that the young people of the community find such a choral outlet at the crucial time. It is to be provided in the form of the junior glee club.

Particularly among the high school boys does the period after graduation mark a turning point in a boy's choral development. The boy voice at that time is not mature enough to find its place in the adult male chorus. Among the girl graduates this is less true since the woman's voice does not undergo the transformations peculiar to the male voice. There are matters of congenialty, however, that may not fit the girl graduate for membership in an adult chorus. The junior glee club, whether of boys or of girls, therefore, solves the problem of conserving these vocal talents.

It is, therefore, suggested that Community Service or other similar groups initiate the organization of glee clubs for both the young men and the young women of the community, these organizations to comprise especially young people who have graduated from or who have left high school and have been interested in glee club work during their school period. It is further suggested that possibly one of the men's luncheon clubs of the city and one of the women's clubs might each sponsor organizations of that character, providing a director, an accompanist, choral music and a place for rehearsal. In that case the music committee of Community Service could do the necessary organization work leading up to the adoption of the junior club by the senior organization.

A pioneer example of junior glee club sponorship is that afforded by the Amphion Society, long a prominent male chorus in Seattle, Washington. This club regards as its most constructive work in years the formation of the Junior Amphion Society. Just how it came to be formed and the manner of its organization have thus been described by the president of the parent society, Alexander Myers: "Our voice committee had to decline a number of excellent voices of boys who had graduated from our High School Glee Club and yet were too immature to take into the Amphion Society. Our throat specialist (a member of our Society) stated that a man's voice did not mature until he is twenty-five years of age except in exceptional cases. It was therefore suggested by Mr. Arville Belstad, our assistant director, that we start a boys' club. I took the matter up with our Executive Committee who recommended to the Society at its annual meeting

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An Ideal Playground

By
Mrs. John Clapperton Kerr

President League for the Protection of Riverside Park, New York City

Has anyone ever seen a playground so perfect that there was nothing left to suggest as an improvement? Such a playground I found at Antofagasta, Chile.

Antofagasta lies in the nitrate section of Chile beside the sea with the high, bare wall of the Maritime Corderilla rising precipitously in the background, making the scene appear, in that vivid light, as a painting in which the artist has failed to portray "perspective."

From the shore one cannot see inland to the snow peaks which provide the wonderful drinking

The country club which furnishes social recreation for the desert town of Antofagasta, Chile.

water—Antofagasta's great blessing—a blessing no one can appreciate until he has lived or traveled through desert countries. This water, brought at such a distance, has made possible all that is beautiful in this desert city—for this is one of the most arid regions on the face of the globe.

No rain has fallen for over thirty years. Every day, year after year, there is the unremitting heat of a tropical sun, never shaded even by the most filmy cloud. But at night the air is chilled by the proximity of the unseen snow-covered mountains and the cold Humbolt current flowing from the Antarctic Ocean.

It is difficult to give a picture of this bright, clean, smiling, little town. The cobbled streets are so narrow in places that the houses give some shade, but the streets are all clean and well swept —a characteristic of South American cities.

The Central Plaza is charming with palms and flowers, and along the ocean is being developed a promenade which, in a short time, will be as lovely as Antofagasta's parks. At present, good concrete benches are plentiful, and all are shaded by palms or occasional trellised arches. The main drive follows this for several miles out country to the attractive club, and for some distance leading from the city are parked squares or blocks dividing the driveway.

The foliage is most luxuriant, the squares are beautifully kept, and there are great quantities of brilliant colored flowers. It is in one of these squares that the ideal playground is found. The edge is given over to trees and flowers and benches in the shade, but within the enclosure is every conceivable sort of play apparatus.

Antofagasta has 61,000 inhabitants, and there are very many children to utilize this space, but no paper nor rubbish disfigures either the streets, park or this wonderful playground.

One regrets that the spirit of advertising has invaded this part of the world to a disfiguring

How Antofagasta Equips Its Playgrounds.

degree. Great advertisements of salable commodities are cut in giant letters on the great, bare, brown mountain, where only nature can erase them. Only the great sign which for so long has spoiled one of the most beautiful views of our Hudson River, seems an equal desecration. I recall no similar example in South America of sacrificing beauty to commercial instinct, for the appreciation of beauty is as fundamental to the South American as is his intense civic pride.

The Motorized Playground

By Henry S. Curtis, Ph.D.

It was in the summer of 1918 when I had charge of the athletics in and around the camp at Blois, France, that I became convinced of the recreative possibilities of the motor truck. The men at our camp had, for the most part, been gassed or wounded or were sick. They were in no condition to take part in strenuous athletics. My job was mainly the discovery of means that would take them into the open air without requiring severe exercise. The result was a series of excursions of different kinds. We took two parties a day through the beautiful chateau of Blois. We had a walking trip nearly every afternoon into the environs of the city on which we often had two or three hundred men, I ran special trolley trips each week to the Chateaux of Amboise, Cheaumont and Chambord, and I had a special trip by train once or twice a week to Orleans. The most satisfactory of all our excursions were, however, the trips by motor truck.

The army gave me the use of three motor trucks for the purpose. We equipped these with benches from the Y. M. C. A. hut so that thirty-five men might be comfortably carried in each truck. We made about two trips a week to many different places. We carried one or two milk cans of coffee, a great hamper or hampers of sandwiches, canned beans, salmon and similar supplies. Our trip usually took us to the grounds of some outlying chateau or to one of the national forests where in some secluded spot we could build a fire, warm our coffee, play a few games, go swimming or visit the chateau. We spent the day outdoors, getting back about supper time. On the whole, the trips were satisfactory and much enjoyed by the men. Since that time I have advocated that a motor truck or bus should be a part of every recreation system.

The American people have been in the past the one people in the world who do not walk. In Germany one all day walking trip every month is a part of the school program, while walking trips of a week to a month are not infrequent. Much the same is true of Austria, Scandinavia and Denmark or was before the war. In this country we do not have the long centuries of recorded history behind us. We have not accumulated castles, battle fields and historic and literary associations to the same extent. Our cities are farther apart. We do not have so many picturesque local customs and traditions. We have no national walking clubs. It is only natural that we should not have had the same enthusiasm for walking that is found abroad. Yet practically all the physical exercise of the animal world lies in locomotion. When man assumed the upright form he released his front legs for other movements than locomotion. The movement of these fore legs of ours now represent all our higher skill and coordinations, but they have little significance as exercise. Less than ten per cent of our muscle mass is on them or connected with them. At least ninety-five per cent of all the energy most of us exert is nothing but walking. We raise our weight by the arms in chinning a bar or climbing a rope and think ourselves strong if we can do it ten or a dozen times, but we must lift the same weight at every step all day long and we think nothing of it. A little girl of eight or ten will jump a rope from a hundred to two hundred times and not merely lift her weight each time but lift it with great rapidity and velocity, a much more difficult thing. Most of us who are tired at night are tired because we have never learned to walk or developed the muscles for it. Walking is the fundamental motion in physical exercise from the animal world up. It is the one form that we keep up until we totter into our graves. We may do so with unabated vigor until seventy as Weston has shown us. The system that does not provide for walking is leaving Hamlet out of the play.

We are getting a new interest in walking through the Boy Scouts and Girl Scouts, Camp Fire Girls, playgrounds, Y. M. C. A. and other agencies. But the great obstacle to the short half-day walks such as are most popular with us is that it usually takes a four or five mile trip to get out of the city. These four or five miles are usually pavement, hard on the feet and hard on the muscles, and of little interest. Often the street car does not go in the direction in which we wish to go. If we can take the hikers to the edge of town by motor bus and let them walk from there and meet them there again at night, it will greatly increase the attendance.

The summer camp is becoming more popular every summer. The private camp is expensive, the municipal or playground camp is not much more expensive than living at home. Every child ought to get out of the city for two weeks to two months every summer. They might do most of the work and perhaps raise most of the vegetables consumed at these camps as they become permanent, and so reduce the expense to a minimum. But again the great trouble with the camp is its difficulty of access. It should be secluded from the railroad station or car line. During the first years the children were taken to the playground camp of Los Angeles, seventy-five miles away by motor bus. It is the easiest way everywhere if the distances are not too great.

The picnic or excursion should be a feature in every recreation system. It is always possible, if there is a truck or bus to take out the crowd. One truck can transport two hundred children to a picnic ground five miles away in four trips and at just about the times they naturally want to go, for some will be at the playground at eight, others at half past, others at nine, and others at nine thirty or ten. It would be well to give every playground such a day once a week. One truck could provide such entertainment for six playgrounds. The expense of transporting two hundred children ten miles would not be more than ten cents apiece and should not be more than five if the janitor or one of the play directors drove the truck. Such a wagon solves the problem of transporting the children to the lesser meets or tournaments where only two playgrounds are competing, and to the old swimming hole.

On certain occasions much longer trips might well be made. In the summer of 1921 the Boy Scouts of Logan, Utah, fitted out a Ford truck like a sight-seeing auto by building up a bank of seats. They stored provisions and bedding beneath the high seats. They made a trip of two weeks through Yellowstone National Park with thirty-five boys, covering something over a thousand miles. The entire expense for meals, gas, oil and repairs was less than a dollar apiece per day.

Can a recreation system or a city afford such a system of motor recreation? Of course it can. The parents are taking the children constantly on much more expensive trips in private autos. The expense is largely decreased by having a load. Children do not weigh much. Before the war many of the bus lines in California were carrying adults for a cent a mile with a reduced fare for a round trip. We have no reason to think they were doing it entirely for their health. The playground wagon can carry passengers much cheaper than the regular bus. It will get all its passengers at one place and unload them at one place, so that it will not need to stop constantly to take up or let off passengers. This probably represents the loss of about half the power by the ordinary bus, as well as a great strain on the mechanism. The bus weighs several times as much as the passengers. It costs nearly as much to run empty, as it does with a load. The playground bus which carries free will always be loaded. Another expense of the regular interurban is the chauffeur. In many cases a janitor, care taker, or play director might drive the recreation bus. In this way it might be possible to bring the expense down to ten dollars a day per machine or a thousand to fifteen hundred dollars per summer, an almost negligible amount in any good sized system.

If regular school busses of large size are purchased, the initial cost will be from $2,000 to $2,500. This expense may block the enterprise at the door step. Such cars, however, are needed constantly by every school system. How can any class study geography effectively without going to see lakes, rivers, hills, forests? Such a school wagon could be used continuously by the school system. Many of the smaller towns now have consolidated schools to which the children are transported by school wagons. These wagons are all subsidized by the state and largely paid for out of state school money. The country needs them during the school year, the city during the summer. Why not reverse the tide in the summer and use them then to take city children into the country?

Motor Efficiency Study

By R. K. Atkinson

Department of Recreation, Russell Sage Foundation

For some time there has been a recognition on the part of leaders in physical education and recreation that we have very little usable data for the establishment of athletic and physical ability tests and standards upon an accurate fact basis.

In the fall of 1921 Dr. A. P. Way, of the New York City Department of Physical Education, sent a questionnaire to one hundred selected high schools throughout the country, and the responses which he received were used as a basis for a report to the Athletic Research Society in December of that year. Dr. Way's study showed that there is no accepted standard for measurement which is more than approximately correct, and that there is a strong demand for such accurate tests on the part of physical educators. This matter was discussed later at a meeting of the Physical Training section of the New York Society for the Experimental Study of Education, and as a result a study was undertaken in the high schools of Greater New York.

During the spring of 1922 about 8000 individual records were secured from the boys, and during the past six months records have been collected by the physical educators in the girls' high schools who expect to have about 15,000 individual records. The events chosen were those which after long discussion seemed to the people who are in actual administrative control of physical activities in the high schools to be best adapted to their equipment, and to furnish variety and interest to their program.

The work of tabulating and using these records has been undertaken by the Department of Recreation, Russell Sage Foundation, and at the recent convention of the American Physical Education Association the first report upon this work was made. The studies are being carried on in close cooperation with the Statistical Division of the Sage Foundation, and a beginning is being made in the accumulation of a large mass of athletic records, which may be readily used at any time. In order to secure this use of these records they are being punched upon cards which will be handled by the electrical tabulating machines, such as are used so generally in large industrial establishments today. A copy of this card is reproduced because of the significance of this new method of making readily available accurate conclusions in a very short time.

This card represents the performance of one individual in five events, together with his age, height, weight and racial data, his grade in school and the code number of the school which he attends. These cards are handled by the sorting machine at the rate of 300 per minute, and by the counting and tabulating machines at the rate of 150 per minute, so that after the data has been punched upon cards results can be had in hours which would require weeks by the use of pencil and paper, and after the cards have been used they may be filed away as permanent records and used again for some other study.

As a result of the study which was made with the 8000 cards which have already been collected, the following average performances have been discovered: (See page 267)

This study, however, is a mere sounding for the purpose of securing greater interest and the largest possible amount of cooperation in this study. The number of cards now on hand does not permit of the accurate conclusions, which can be reached when three or four times as many cards are available, giving records in the same events.

It is expected that this sort of study will be continued with other events and that possibly a large amount of data which is now filed away may be used in securing very valuable results by transferring it to the punch cards. For example, there are now available in the Division of Physical Education of the New York State Department of Education, several hundred thousand individual records in the recent state wide physical efficiency competition. No doubt this could be duplicated many times in various parts of the country.

The recently revised Badge Tests of the Playground and Recreation Association of America which are being promoted on a state-wide basis in several states of the middle west, offer the possi-

AGE STUDY

	Average Performances						
	Baseball Throw Hits	50 Yard Dash Seconds	Potato Race Seconds	Hop, Step, Jump Feet	No Climb %	Rope Climb Under 16′ %	Rope Climb Time Seconds
All 14-17 yr. boys (5952) of all hgt. and wgt.	1.19	7.139	19.705	18.66	28	08	8.5
14 year—(1320)	1.12	7.470	20.328	17.70	30	18	9.8
Average (927)	1.15	7.231	20.201	17.96	29	18	9.6
Under " (169)	1.15	7.524	20.608	17.21	22	17	10.7
Above " (224)	1.02	8.423	20.643	17.00	36	20	10.2
15 year—(2018)	1.16	7.461	19.890	18.75	26	13	8.8
Average (1438)	1.21	7.419	19.789	18.86	24	11	8.7
Under " (341)	1.07	7.435	20.004	18.24	28	15	9.1
Above " (239)	1.03	7.757	20.339	18.85	39	18	8.7
16 year—(1560)	1.21	7.043	19.367	19.66	27	08	7.9
Average (1099)	1.23	7.034	19.255	19.74	26	07	7.9
Under " (227)	1.19	7.216	19.779	19.17	30	09	8.3
Above " (234)	1.20	7.189	19.497	19.34	29	11	8.1
17 year—(1054)	1.31	6.870	19.049	19.80	28	04	7.2
Average (784)	1.30	6.814	18.988	19.98	27	03	7.1
Under " (104)	1.30	7.079	19.418	19.59	26	05	8.1
Above " (166)	1.38	7.009	19.052	19.10	35	05	7.5

HEIGHT STUDY

	Average Performances						
	Baseball Throw Hits	50 Yard Dash Seconds	Potato Race Seconds	Hop, Step, Jump Feet	No Climb %	Rope Climb Under 16′ %	Rope Climb Time Seconds
14-17 yrs.—all weights			19.656	19.053	27	10	9.043
All 61″-68″ boys (4462)	1.212	7.139					
61″-62″ (879)	1.091	7.197	19.991	18.119	23	13	10.232
Average (100-113 lbs.) (418)	1.126	7.162	19.724	18.124	25	13	10.897
Under 100 lbs.. (253)	1.037	7.272	20.127	17.868	21	15	10.087
Above 113 lbs. (208)	1.083	7.184	20.062	18.411	24	12	9.010
63″-64″ (1247)	1.228	7.044	19.723	18.870	25	11	9.043
Average (108-122 lbs.) (614)	1.252	7.027	19.154	19.001	25	11	8.974
Under 108 lbs. (321)	1.256	7.131	19.872	18.616	26	13	9.674
Above 122 lbs. (312)	1.150	6.986	19.628	18.875	26	10	8.546
65″-66″ (1303)	1.267	7.162	19.574	19.412	29	9	8.571
Average (116-133 lbs.) (717)	1.331	7.197	19.614	19.636	28	9	8.389
Under 116 lbs. (259)	1.060	7.264	19.843	18.748	31	13	9.087
Above 133 lbs. (327)	1.289	7.001	19.396	19.426	31	8	8.602
67″-68″ (1033)	1.229	7.181	19.498	19.620	29	8	8.597
Average (124-143 lbs.) (572)	1.311	7.259	19.242	19.919	27	7	8.443
Under 124 lbs. (220)	1.122	7.219	20.019	19.047	28	8	8.883
Above 143 lbs. (241)	1.132	6.971	19.639	19.481	33	12	8.800

bility of some very significant studies. Those who assisted in the revision of these tests last year were greatly impressed by the lack of absolutely accurate data in order to determine proper standards, and the revisions which were made in the forms for reporting the tests were planned to provide a guide for future revisions. In the tests which are being given directly by representatives of the P. R. A. A. individual records are being kept, so there is a possibility here for a very significant and accurate study.

There has long been a need for some central depository for information of this kind and for a plan of recording such data which would render it readily available for statistical work. It is said by those who have made a study of this new plan that a beginning has been made in the solution of this problem by this undertaking of the Department of Recreation of the Russell Sage Foundation.

WEIGHT STUDY

	Average Performances						
	Baseball Throw Hits	50 Yard Dash Seconds	Potato Race Seconds	Hop, Step, Jump Feet	No Climb %	Rope Climb Under 16′ %	Rope Climb Time Seconds
(4118) All 90-149 lb. boys (14-17 yrs. 61″-68″)	1.221	7.263	19.625	19.54	26	10	9.015
90-105 (739)	1.168	7.811	20.161	18.265	28	13	9.827
106-119 (1270)	1.171	7.200	19.618	18.954	25	11	9.547
120-135 (1554)	1.283	7.149	19.445	19.558	25	10	8.436
136-149 (555)	1.233	6.986	19.409	19.694	28	7	8.459

City-Wide Baseball

By Richard J. Schmoyer
Supervisor of Recreation, Allentown, Pa.

In the summer of 1922, Allentown has 48 regularly organized community amateur baseball teams. There are 4 leagues with 16 teams in the chartered Athletic Club League which is subdivided into 4 sections; 12 teams in the Sunday School League; 10 teams in an Industrial League, and 10 teams in a Junior League. These leagues are not part of the playground competitive activities but care only for men over 18 years of age. The plan of Competitive Athletics for the playgrounds, on the other hand, allows boys and girls up to the age of 16 to participate.

In the administration of these community baseball leagues, many problems and difficulties arise but we have found it very satisfactory to turn these problems over to an Arbitration Board composed of our President, Judge and Associate Judge of Lehigh County, the District Attorney, and two civilians—baseball "fans"—who are thoroughly acquainted with every phase of baseball. The Supervisor of Recreation is the Secretary of this Board but under no condition does he vote though he has a voice in the proceedings. The decisions of the Board are final and irrevocable and it is significant that the leagues respect the decisions. We believe that a large part of the success of the leagues is due to this Board.

Another factor in the success of our baseball is the fact that it is universally sponsored and advocated by a Central Recreation Council, a voluntary body which serves as a clearing house for recreational matters. The Council is composed of three representatives from our 25 chartered athletic associations, from the Catholic Churches, the Federation of Churches, the Y. M. C. A., The Industrial Athletic Council, the Chamber of Commerce, from such Civic Clubs as, Quota, Lions, Square, Women's Clubs, Kiwanis and Rotary, from the School Board, the City Council and the County Commissioners. The Recreation Council has done untold good in advocating and standing back of certain activities. One of the Committees of the Council is a Baseball Committee and it is due to this untiring work that so much was accomplished. Such a volunteer Council as Allentown has can do invaluable work if it has the right start.

Every league has its own contracts and releases for players, its own constitutions and functions as a separate organization. We feel that as soon as the league is properly organized and officered, the supervisor of recreation should step behind the scenes and stay there unless an exigency demands his presence. There is no better way of making a success of such leagues than by having the men realize the responsibility they have to face. It is the responsibility of the supervisor of recreation to see that the right men are selcted to head the various leagues. Every league handles its own finances and keeps its records and the minutes of its meetings. At the end of the season the money collected is distributed to the various teams in the league. The records and minutes are filed in the office of the supervisor of recreation. It is very important to keep the records conveniently filed for future reference.

We had at least a thousand men in our leagues and collected five thousand dollars by "lifting the hat" during the season. We had all kinds of games—good, bad, and indifferent. We were not so much concerned with the quality of the games as with the quantity, for our purpose was to make it possible for many men to participate. We believe that the substitution of playground ball for national baseball would offer facilities and opportunities for more men.

"Those Who Work Can Play" and "Those Who Play Can Work"

By
Arthur Leland, Playground Architect
Superintendent of Recreation, Newport, Rhode Island

We have found in Newport that playgrounds cannot live by play alone. Here, in the city by the sea, the rift between work and play is very wide. People come to Newport to play, not to work, and with such examples of glorified leisure on every hand, it is particularly difficult to glorify work in the eyes of the growing generation of Newport. It is not at all strange under the rather abnormal conditions which exist in Newport that some of the hard headed citizens of the city should feel that children should be taught to work as well as play. The Recreation Commission has, therefore, been trying to impress upon the city the fact that there are types of play which can be made the best method of teaching children to work, and that the desire to play ought to develop ingenuity and can be directed to inculcate habits of industry leading to good citizenship.

In the playgrounds of Newport we have the boys and girls make some of the materials with which they play, the simplest being wooden blocks about the size of bricks. To make these, we buy planed 2x4's from the mill. The very small children from three to five saw them out in a miter box, the older ones mark them and saw free hand. We also encourage them to make baseball bats, everyone in the playground from the smallest to the oldest assisting in this community enterprise. It is interesting to note that after they have manufactured such a bat they refuse to play with a store bat.

We did not feel, however, that construction play on the playgrounds was meeting the need, and we cast about for other channels through which the children might learn the value of work. The first project was a caterpillar crusade which enabled the children to give real service to their city. Labor and supplies were scarce. No power sprayers were available, and the city's trees were threatened by destruction from gypsy and tussock moths. A caterpillar crusade, caterpillar picnics, and field days were organized, and 118,000,000 caterpillars were destroyed. The city's trees were saved. Through the publicity incident to the crusade, a high pressure sprayer was purchased, and all the trees in the city are now sprayed at a cost of fifty cents each instead of twenty-five dollars or more. The Mayor of Newport has made the statement that the work done by the children would have cost the city $8,000.

This work was accomplished because of an emergency situation, and children cannot be expected to do the work of city employees. There is, however, much to be said in favor of a child's learning habits of thrift through earning money in a way which will not be harmful and under a plan which will insure the wise expenditure of the money.

In Newport we think we have devised a plan which will do away with the dangers involved in permitting children to earn money. The construction, equipment, and maintenance of a park or playground requires an immense amount of labor of many different kinds, much of which can be done by children. We have demonstrated that children like to do this work and to earn money through their labor. We planned a ticket which serves as currency, paying for the work as much as it would cost to have had it done by a man. Through a plan worked out with local dealers in athletic goods and musical instruments, the children, on presentation of the tickets, are able to secure the supplies they wish. As the Commission itself provides very few athletic supplies, furnishing, instead, materials for making them, this plan makes it possible for the children to secure the equipment through their own efforts The tickets are often saved for some time in order to secure a certain amount and as it is looked at many times a day, the motto "Those who work can play," makes a tremendous impression, we find, on the adolescent mind.

The tickets are given out to the director of each playground with the following instruction:

1. These tickets are numbered and charged to you. You will be held responsible for loss. They are equal to money when stamped and punched, when used for the purchase of athletic supplies or musical instruments.

2. Tickets as received by you are stamped with the name of your playground and are to be punched by you when given out to the workers.

3. No ticket will be redeemed unless stamp marks and punch marks correspond.

4. It is suggested that a boy or girl 8 to 10 years of age might be worth from five to ten cents an hour; from 10 to 14, from ten to twenty cents an hour; from 15 to 17, twenty to twenty-five cents an hour; over 17, thirty to forty cents an hour, according to ability and application.

5. You are to keep a record of the distribution of tickets and send it to the Recreation Office with your requisition for new tickets. This record is to show name of child working, age, rate per hour, hours of work, kind of work done, serial number of tickets given, total.

6. The director is to see that the department gets its money's worth for tickets issued, that there is no loafing on the job, and must be able to explain to the superintendent of recreation what has been done for tickets given out.

7. Set an example of industry to your children by working with them.

8. Punch tickets just before they are given out.

9. Be sure and keep your tickets and your punch in different places.

10. Children should be paid as soon as they complete their work period.

11. Tickets may be redeemed for goods to be charged to the Recreation Commission or Community Center Association, at any sporting goods or music store, or will be exchanged at Recreation Headquarters for any supplies which may be in the hands of the department.

A letter incorporating the following information is sent to the Sporting Goods and Music Stores of the city and also published in the public press.

The Recreation Commission of the City and the Community Center Association are increasing the active healthful, educational, recreational opportunities of the children by providing means whereby they may earn money for athletic supplies and musical instruments. We feel that the children will appreciate these things more if they work for them, and at the same time, they may be taught some valuable lessons in the proper relation of work to play, "Those who work can play," and "Those who play can work." You will find enclosed sample tickets which are given to the children for work performed. These will be redeemed when exchanged for athletic supplies or musical instruments. Please keep this letter for reference and observe carefully the following rules for redemption of tickets:

1. Tickets must be stamped on the back with the name of a playground, park, or Community Center.

2. Each ticket must be punched with the punch which corresponds with the stamp of that ground, the samples enclosed showing which punch mark goes with each playground.

3. Tickets presented by children must be tied up by you in separate packages for each child with the name of the child on each package, so that we can check them up with the bill.

4. When billing goods for redemption of tickets, enter on the bill the name of the child presenting the ticket and an itemized list of the goods supplied the child and prices charged.

5. Under no conditions are tickets to be redeemed by you for cash or for any other goods than athletic supplies and musical instruments.

6. Goods stamped Community Center should be charged to that organization and bills sent to Arthur Leland, Secretary of the Community Center Association, with tickets. Bills with all other tickets should be charged to the Recreation Commission and sent to that organization.

The plan has proved to be a great success, and it is being found necessary to train in workers constantly, as our graduates, when they become old enough, soon secure regular jobs. Children have been used in Newport in nearly everything connected with the building and operation of playgrounds. They have spread many hundreds of cubic yards of dirt; they have taken care of the baseball diamonds, marking out the diamonds for courts; they have cut and raked grass and stones and leaves and have made minor repairs. The Community Center Association is now about to organize some manufacturing clubs in which the children will make toys, blocks, baskets, and other articles which may be sold.

NOTE: The Work and Play Ticket is copyrighted, but Mr. Leland will be glad to give permission for anyone to use it on condition that a record of the results of its use be submitted.

Picnics in Cleveland

By
Harold O. Berg

Director of the Cleveland Recreation Council

Many picnics are failures because so often no definite programs for the day's activities have been outlined, or the program arranged is lacking interest. With the no program at all, the day is spent largely by the adults in sitting around chatting, or watching some improvised games initiated by the children. If a program has been arranged, it generally consists of old, worn-out events, such as a 50 yard dash for fat men or women, or such highly cultural performances as pie eating contests. Often to interest participants, it is necessary to donate valuable prizes, and as a result finances become a paramount issue in planning for the picnic. This causes many organizations such as industries to hesitate to hold picnics.

To help meet the need, the Recreation Council of Cleveland offered to assist any organization or institution desiring it in the planning of game and athletic programs for its picnics.

Letters were sent to all churches and civic and social organizations and, through the Chamber of Commerce, to industrial and commercial institutions. An unexpected plea for help from neighboring cities was the result of newspaper publicity given the offer.

The assistance given included the service of a play on the playgrounds was meeting the need, might desire, and the use of a play kit owned by might desire, and the use of a play kit owned by the Council. A list of suitable games and other events was submitted to the group, the equipment offered through the kit being the determining factor in the selection. Prizes of only a nominal cost were suggested.

A list of the game material in the playing kit and the games suggested follows. It will be noted that many of the old time features such as the fat man's race were retained because it was found that the program committees for picnics, though willing to accept the new activities suggested, were not willing, as yet, to eliminate the events featured in years gone by.

Kit

2 Basket Balls
1 Volley Ball
1 " " Net
1 Dozen Bean Bags
2 Playground Balls—14 inch
2 Bats
6 Indian Clubs or pieces of wood 1′ x 2″ x 4″
8 Horseshoes
4 Horseshoes Pitching Stakes
12 Cubes 2″ x 2″
6 Burlap Bags
4 Pans—12 inches in diameter

Group Games

All Up Relay
Bat Ball
Bag Pile Race
Babyin Hole
Bean Bag Relay
Dodge Ball
Horseshoe Pitching
Jolly Old Miller
Over and Under Relay
Pass and Toss Relay
Subway
Spanish Tag
Ten Trips
Three Deep
Tug of War
Volley Ball
Last Couple Out
One Out
Pom Pom Pullaway
Pass Ball

Athletics

Basket Ball Throw (various throws)
Baseball Throw (left and right hand)
Back to Back Race
Crab Race
Foot Races—
(Children
(Men
(Women
(Overweight, etc.
Glass Full of Water
Obstacle Race
Potato Race
Wheelbarrow Race
Peanut Spoon
Racing on Papers
Sack Rolling Race
Squat Position Race
Single Relay
Sack Race
Three Legged Race
Two in One
Wand Race

Stunts

Blind Man's Buff
Blowing Up Balloons
Boxing Blindfolded
Balance Wrestle
Clothes Pin Race
Driving Nail Contest
Fly Family (Butter, Fire, Dragon, Let'er)
Walking Tape with Opera Glasses

Harlequin Wrestle
Hottentot Tackle
Indian Wrestle
Kiddie Car Race and Polo
Marshmallow Feed
One Leg Tug of War
Potato Paring Contest
Rolling Eggs, Tires, Rooster Fight
The Dizzy Circle
Wand Twist
Winding String

GAMES FOR INACTIVE GROUPS

Beast, Bird or Fish
John Brown's Baby
Story of Harry
Community Sneeze
Siamese Yell
Word Stretching

The demand for help was so great that the Recreation Council, even with the assistance of the Y. M. C. A. was almost unable to meet it. That this picnic idea filled a much needed want was very definitely brought home to the Council in the many expressions of appreciation verbally, by letter and institutional magazine write-ups it received.

The Recreation Council is financed by the Cleveland Community Fund, hence is a sort of semi-public agency. Many of those enjoying the picnic activities made possible through the suggestions and material help given by the Council were moved to a deeper appreciation of the value of the Community Fund and the activities it supports. Though all citizens of Greater Cleveland donate to the Fund primarily for service and relief work among their less fortunate brothers and sisters, a little recognition of their own possible needs for guidance and assistance in their recreational program for a day's outing was more than welcomed and deeply appreciated. The Council was thus brought into closer contact with those who make its existence possible.

Health Scholarships

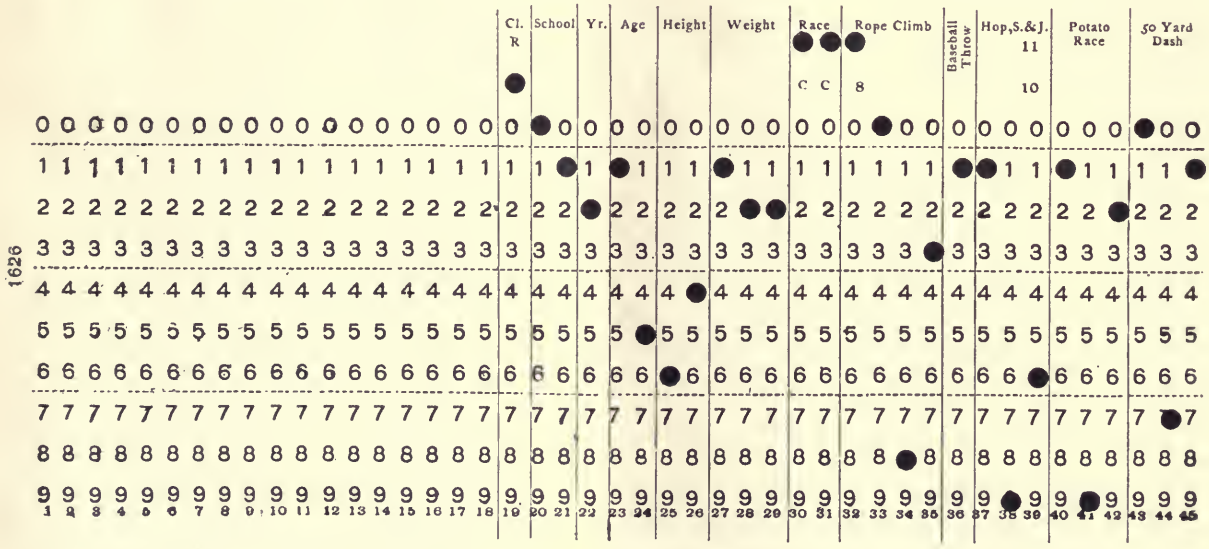
The American Child Health Association, formerly the American Child Hygiene Association and the Child Health Organization of America, announces a series of scholarships and fellowships in Health Education for teachers, supervisors, and educational executives who have done effective work in Health Education and who desire to take further professional training along this line.

The sum of $10,000 has been set aside for this purpose and is to be awarded in the form of 25 scholarships and fellowships ranging in value from $200 to $1,000 each. These scholarships will enable students to attend leading universities, Normal Schools, Colleges and other Teacher-Training Centers throughout the country.

The Awards will include fifteen Summer School Scholarships and also traveling expenses for tours of observation to Health Education Demonstration Centers.

The Scholarships and Fellowships will be available for Summer Sessions of 1923 and the school year of 1923-1924.

Further information may be secured from the Committee on Teacher Scholarships and Fellowships of the American Child Health Association, 370 Seventh Avenue, New York City.



Card used in Motor Efficiency Study

(See page 266)

My Neighbor*

By
Angelo Patri

Life is sweet in the mouth of experience. Often, bitter though its draught has been, somehow, as we near the bottom of the cup, its bouquet grows richer; we drink with a deeper relish. My neighbor has added a sparkle and tang and sweetness to mine that it could ill spare.

Twenty years ago I built my house on the slope that looked down into his garden. Daily, all those years, my eyes have rested on his quaint brown house poking a rambling gable-end or a dormer window out through the scrambling vines, much as the scraggly nest of a pair of joyous and uncounting robins might, here and there, poke a twig out through the blossoming branches of an old and lichened apple tree.

He came to me the day after we moved into the house and I went to the space that was to be my garden. He lifted one long leg after the other over the low fence that separated us, and I saw as he came toward me that his hands were full of knobby little packages. My heart gave a leap, for I knew they were seeds—seeds for my new garden.

We sat on the shaly old rock that cropped out of the edge of my plot and talked about seeds and gardens and plants and people, and then he went back over the fence, leaving me with that strange, sweet taste in the mouth that only a sampling of the wine of human kindness ever leaves there.

When the larkspurs throve and towered until their blue plumes reached and melted into the blue of the sky, he strode across the ground between us—the fence had been put to better uses long ago—and said: "Those are grand larkspurs, neighbor—just about the finest I've ever seen, and I've raised them now for twenty years."

You see, he did not say, "Those larkspurs I gave you," or "*my* seed" or anything like that. Some folk could not have helped saying so, but my neighbor! He was proud and glad of my larkspurs. There's a flavor to such moments as these that make of the years that ripened them but a breath of life's morning.

I watched through one clouded night of terror beside one whose life was bound up in mine. I felt as alone as a shipwrecked soul on a desolate ocean. Suddenly a stealthy light flashed on the farther window. Once, twice. Once, twice. Again and again. I went to the window, and out in the garden stood my neighbor flashing his wee lantern in signal that he was watching and hoping with me. Every hour of that long night the light flashed his message to me, and when in the morning I raced out to tell him that the danger had passed, he nearly shook my hand off and went into the birds' nest house singing "Sweet Genevieve," his signal of great joy.

Once I had to go away for a long trip. Spring must pass, and summer, and the leaves on the vines of the little brown house fly off on the winds of the winter before I might return; and when at last one evening, very late, I stood again on the old dirt road that led to our homes on the slope, there was the light from the gable-end window streaming out, and there was my neighbor, gray-headed, bowed, in his loose-fitting old gray suit, hastening down the stream of light to tell me supper was ready. Then I knew that all the time I was journeying I had been coming back to my neighbor—to my home.

Ah, life tastes good in the mouth of experience when it is kept sparkling and nippy and sweet by the love of a neighbor who is near you.

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"We are only at the threshold of constructive achievements in human welfare. By applying what we now know, by using tried and tested methods, by doing on a larger scale what we are now doing successfully in a small way and by shifting our chief devotion from agencies of cure to those of prevention, the average human life can be made not only longer but better, and community life as well as individual life will realize benefits which it is now beyond our power to express."

Homer Folks.

Street Playgrounds

Streets closed for play are becoming increasingly popular. They can never take the place of real play fields, with their broad spaces and their permanency, but in cities where adequate play space is not yet available and where the playgrounds already established are too far away from the small children of the neighborhood to be useful to them, they have become a satisfactory means of supplementing the more permanent play spaces, thus increasing the cities' play opportunities until further provision can be made. They have also proved, in many cases, a good means of publicity for playground work.

In some cities where the schools have no adequate play space, streets near them are closed before and after school and during recess for the use of the school children. In others, a street may be closed long enough for a certain event to take place, such as a roller skating race, a bicycle race, a street dance, or for the use of hydrant showers. In still others, streets are regularly closed during definite hours on certain days and evenings of each week for games and play activities, or for coasting in winter. In the majority of cases, wagon deliveries are permitted on the streets during these hours. The drivers, however, proceed very slowly so that there is no danger of accidents.

How to Start

Permission is usually secured from the City Council, the Mayor, the City Manager, or the Police Commissioner, as the case may be, to set aside streets for the children's play. In some cases, as in Bridgeport, Connecticut, an ordinance is passed to this effect.

In an article published in the February, 1922, PLAYGROUND on the use of streets for children's play, Austin E. Griffiths, Judge of the Superior Court in the State of Washington, says, "I believe that in law children have the right to the reasonable use of streets for recreation. Streets between the curbs are, of course, primarily intended for traffic of the vehicular sort. To the extent to which the use of streets by children does not unreasonably interfere with the use of streets for normal vehicular traffic, such use is lawful." Herein lies the power of the City Council to set aside streets for the play of children. Judge Griffiths believes, however, that concentrated public opinion is necessary to bring about action on the part of the City Council.

In New York City, the closing of a street often results from a petition to the Mayor's committee on the part of the residents of the street. An investigator is sent to ascertain how many on the block are in favor of closing it and how many are against it. The majority rules.

Congested Areas Chosen

A survey of streets which might well be closed for play is made before permission is requested from the City Council. In Newark, N. J., localities noted for juvenile delinquency were chosen. It was necessary that the streets selected be paved for flushing and cleaning purposes and that they should not be main arteries of travel. In Buffalo, where ten play streets are operated each afternoon in the summer, blind streets were secured where possible—where not possible, short blocks where the traffic was not congested—and foreign sections where parks and recreation centers did not exist. In Detroit, the Safety First Bureau of the Department of the Police and the Department of Recreation made a survey of the city, picking out streets where child population was dense and where there would be the least inconvenience to traffic. Streets upon which there were fire hydrants, stores, bake shops, factories and industrial concerns were not allowed to be used. In some cities, hospital streets must also be kept free. It is always well to select paved streets because of the lack of dust and the ease in keeping them clean.

Organizations Instigating Street Play

Various agencies have been responsible for inaugurating street play. In the cities which report play streets for children, Recreation Boards, Playground Associations, Boards of Education, Community Service Committees, the Rotary Club, the Safety First Bureau of the Department of Police, the Chamber of Commerce, and private groups of individuals are mentioned as instigators of the work.

Cooperation with Agencies

The cooperation of departments other than the City Council is essential. The Police Department, the Department of Streets or the Fire Department usually takes the responsibility for clos-

ing and opening the streets at the hours stated. The Fire Department, in most cases, has cooperated by flushing the streets an hour or two before play time. They have also shown their cooperation in a number of cities by operating street showers for the children.

In Newark, N. J., the Department of Streets and Public Improvements agreed to close out the traffic in ten different streets throughout the city and to flush and sweep them. The Police Department supplied two uniformed men to guard each end of the street to prevent traffic from breaking through, and the Fire Department was notified of the hours and location of the streets closed. The Boy Scouts took care of the roping off of the streets in Covington, Ky. Boys were used as traffic police during the special street activities which were conducted in Visalia, Cal. In Paterson, N. J., where twelve street areas near the large schools are open for play, the school janitors rope off the block in most cases.

Roping Off the Streets

Ropes attached loosely to telephone poles or trees are usually used for barricading the streets. These may easily be removed in case of emergency. The streets are placarded with a sign at either end reading, "Street Closed for Play," or, "Temporary Playground."

Hours

The hours during which the streets are open differ considerably. In Winchester, Virginia, and in Paterson, N. J. in the areas near the schools there are two play periods, one in the morning and one in the afternoon. In Winchester, the hours are from 9:50-10:30 and from 1:50-2:30. Three classes may be outdoors at one time. Each group plays within the space designated. The morning periods are twenty minutes long and the afternoon, ten minutes. The following list will give some idea of the hours during which the streets in some other cities are open for play.

Wheeling, 6:30-9:00 each evening

Covington, Ky. 6:30-8:00 every Wednesday evening—3 streets

Hoboken, N. J. 4:00-6:00 3 months (Sept., Oct., Nov.) 5 streets every day but Sunday

Buffalo, N. Y. 2:30-5:30 each day—10 streets

Detroit, Mich. 2:00-5:00 every afternoon but Sunday

Lowell, Mass. 6:00-9:00

Newark, N. J. 7:00-8:30

Cincinnati 6:30-8:30—Six streets. Shower baths 2-2:30

Chisholm, Minn. Coasting all day to 9:00 p. m.

Mt. Vernon, N. Y. 3:30-5:00—7:30-10:00—8 streets closed for coasting

Douglas, Ariz. Street dances every Thursday evening during summer

Leadership

A number of the play streets have trained paid playground directors in charge. Others have volunteer directors, and some have policemen who are stationed at the center to give protection and assistance. In Buffalo, each of the ten play streets has one man and one woman play director. Where streets are open near schools the teachers direct the play of children, as in Winchester, Va., or a trained physical director or school teacher, as in Paterson, New Jersey.

On the Sidewalks of—Any City

In Detroit, parents living on the street are secured as volunteers to watch over the play of the children on the streets where play leaders cannot be furnished by the recreation department. The supervisors of the department of recreation, in making their rounds to the playgrounds, visit these street playgrounds to see that things are conducted properly.

In Covington, Kentucky, last year the Boy Scouts helped conduct the play activities and later the residents of the streets gave some cooperation.

In Newark, New Jersey, each center was in charge of a paid playground director who built up an organization of older boys and girls in the neighborhood to assist him in teaching games to the different groups. In an Italian neighborhood, an Italian director was secured who could speak the language fluently. The plan was carried out in all the play centers with remarkable results. After each playground session, a brief meeting of the volunteer play leaders was held. At these meetings, suggetions for improvement of work was given, and once every two weeks a social evening was enjoyed by the director and his volunteer associates.

Where the streets are closed for coasting, a watchman or policeman is usually employed to keep the coasting area in serviceable condition and to guard the hill.

Activities

Team and circle games, relay races, roller skating meets, hockey, special bicycle races, basketball, volley ball, barrel ball, storytelling quoits, bean bag games, street dances, coasting and shower baths constitute some of the many activities which have been conducted on the play streets. In Paterson, New Jersey, in the areas near the schools the program on an average school day included calisthenic drills, dodge ball, (twenty-five foot circles,) 30–50 yard dashes, and relay shuttle races, boys and girls taking an equal part. The Board of Recreation furnished the equipment. Emphasis was also placed on the participation of every pupil in mass athletics. One school which had no gymnasium and very little yard space won the outdoor athletic championship of the Public Schools Athletic League as well as the baseball championship. In Detroit, children are permitted to play any game they desire so long as they do not play with a hard baseball which might be batted through a window. Nor are they allowed to run wild over the lawns and through the shrubbery.

Street shower baths are given in a number of cities in connection with street play. In Detroit, the Board of Fire Commissioners have made a special street shower bath which can be attached to any fire plug. In Buffalo, New York, six weeks' attendance approximated fifty thousand children. Play directors were instructed to teach simple games. On hot days play was eliminated and health talks and singing games given. Here again, games with a hard ball were eliminated. In Newark, each street was divided into four general sections and in each of the sections there were again sub-divisions. Each division had two volunteer secretaries who kept record of the games played. The attendance was taken in the middle of the evening period. Sometimes 800-1100 boys and girls, ranging in ages from five to twenty years, would all be playing games at the same time. In one city, the addition of movies and community singing was suggested. Inter-play street meets have been mentioned by one director as interesting events for the closing of the play street season.

Results

Only two instances have come to light where the objections to the street play by the residents seem to be insurmountable. In most cases, this type of playground has aroused much interest. In Cincinnati, Ohio, interest in play was developed on the part of the children, neighbors and volunteer supervisors. Frequent visits to each street made by members of the Community Service staff were helpful in ironing out objections and in acquainting people with the philosophy back of the play street movement and the individual responsibility

of every citizen for the maintenance and expansion In Newark, New Jersey, on one block playground, of the present playground system of Cincinnati. some of the adults were so interested in the movement that they gathered contributions to give the children a party and provided prizes for the closing session of the playground.

The most interested spectators at the centers were the parents of the children, many of whom found time to come many blocks to enjoy the games, knowing their children were safe from the dangers of traffic. Experience proved that the block playground program was an excellent Americanization channel, for it stressed the interest of the city in the adult citizens and in its young people.

When the block centers were first opened, the parents went to the directors to find out what was going to take place. Contacts were thus made. In Buffalo, New York, the majority of the people requested a return of play streets the following summer. The six weeks of operation were totaally devoid of accident.

In El Dorado, Kansas, the feeling of cooperation between the city officials and play leaders was at all times manifest. The closing of the streets called people's attention to the play work and brought added interest to the entire program. In Winchester, Va., the director reports that the children learned the meaning of team work and how to organize games which they now can play in their own yards, and a better attitude has been fostered between the pupils and teachers and also among the pupils themselves.

In Covington, Kentucky, three streets which they opened were so successful that it was requested that they be opened every evening. The director there suggests that it is a good idea to talk over the plan with the residents of the streets so that after making plans and having publicity there will not be objections. In Detroit and in New York City, there has been a decrease in the injuries and deaths from traffic.

As Judge Griffiths says, "The cost of modern paved streets is enormous, directly or indirectly. The parents of the children pay this enormous cost. Not to put these expensive streets to their full use is, of course, an economic waste. There is also another waste which we ought to call manhood and womanhood waste.

"If, for any reason, we let our children grow up less than strong and vigorous men and women and we have the opportunity and the means to furnish them strength and vigor, we are wasting the very manhood and womanhood for which in reality the streets are made and kept, and for which all else social and political exists.

"There is, therefore, no excuse for letting streets and children waste side by side."

"It is largely through the proper use of leisure that the Kingdom of God will be realized."

This is not a statement from an organization working for the better use of leisure. It is a statement by a churchman, Professor Norman E. Richardson, in his book The Church at Play.

Statesman in church, school, and the nation have this year been making stronger statements as to the character building values of constructive recreation and the community-building values of leisure time programs than have recreation workers themselves.

Junior Glee Clubs

(*Continued from page 262*)

last June the formation of such an organization. It was most enthusiastically received by them and a strong committee of six men was appointed by me to carry it out.

"We went before the School Board and got their hearty approval and cooperation. They gave us the use of the music room with piano in the Broadway High School and requested the principals of the eight high schools to furnish us with a list of graduates from the High School Glee Club during the last three years. We wrote to these boys setting forth our object and aims and at the first rehearsal in October, we had forty-one fine, bright young lads ranging from eighteen years and upwards. Mr. Belstad (as director) and the wife of one of our active members who is an accomplished musician (as accompanist) offered their services gratis and we furnish the simpler music from our library, so that to begin with there was no expense attached to being a member.

"The boys have since organized, selecting their own officers and running the Society under the sponsorship of our Committee. We begin rehearsals at 7:30, stop promptly at 9:00, so that the boys who have long distances to go home may reach there in good hours. We now have over seventy on the roll. At each rehearsal we have either a good singer from our club or a fine speaker to talk on some vocational subject for ten minutes—usually on alternate evenings. Our senior Society has been repeating our formal

(*Continued on page 296*)

Suggestions to Play Leaders on Summer Playgrounds

By Genevieve Turner Holman

Posting Your Daily Program

1. *Post your program where the children can see it*

A posted schedule intensifies the interest of the children; they like to look forward to favorite activities and to anticipate things that are going to happen. It regulates and increases their attendance.

A posted schedule makes the leader's work easier. It insures uniform efficiency on the part of the leader. There are days when even the best leaders lack their usual enthusiasm. It requires less effort to follow a program already planned and posted, which the children expect.

2. *Post a new program each day*

A new program each day is necessary because although the same type of activities occur at the same hour of the day, the plays and games themselves vary.

A new program each day makes the children know that the program they see is for this particular day, not a left over one nor one for tomorrow. They can count on its being carried out.

3. *Post your program the first thing in the morning*

This is the time you can best spare to post the program because fewer children are present. It takes fifteen or twenty minutes to write a program and to put up special posters. This same amount of time later in the day may mean a whole game or play period. Some children leave during the forenoon to do errands or to work. If the program is posted early they will have an opportunity to see it and can plan their work so that they may return in time for their favorite activities.

Note: A blackboard at the main entrance makes an excellent bulletin board. The children are accustomed to blackboard notices in school. While writing a program on blackboard a leader spends no time off the playground. The few children about watch with interest the writing. They make a game of it, reading out loud each word as it is written, and guessing the next word about to appear.

Making Special Posters

1. Make attractive posters announcing
   - *a.* Activities for which you wish to increase the attendance, such as sand building for older children; story hour, or stunts on the apparatus.
   - *b.* The records made in the individual athletic tests, throwing, batting and pitching the playground baseball for distance, throwing basketball. This keeps up interest of the most skilled and sets records for younger boys and girls to strive for.
   - *c.* Activities which do not come every day such as excursions, exhibitions, contests, and match games.
   - *d.* Records made by teams playing competition games.

2. If you must use playground time to make your posters, take the early morning or the manual play period when the children can help. Do not shut yourself in the office later in the day to make a poster.

3. Save all the pictures of play and athletic activities which you find. Begin your collection at once. Pictures of small children at play are not easy to find in current magazines when one needs them. Ask the children to save pictures for posters.

4. Have always on hand materials for posters which must be put up quickly. To start your collection buy several sheets of bristol board for quick use. Then save old card posters and printed signs which are clean on one side. Buy crayons or paints in two colors for notices which must be made quickly. "Show-card Colors" which are applied with the brush are inexpensive and easy to use. They can be purchased in any of the art sections of department stores. Broad-stroke lettering pens and waterproof ink are desirable for careful lettering.

5. To save time necessary for lettering, print only the name of the event and the date in large letters which will serve to attract attention. Below this paste a typewritten sheet giving detailed information.

6. Make your statement brief and clear and your posters attractive. Whenever possible give them a touch of fun. Do not leave them up after the event has passed. Keep your bulletin board up-to-date, full of interest and things doing. It is one of your best means of publicity.

Using Equipment

It is not essential to have elaborate equipment before anything can be done in the way of organizing play. The experience in vacant lot and street play has proved that a wide variety of activities can be carried on by a trained leader with only a few ready-to-hand materials, such as some squares and strips of cheese-cloth in two colors for relays, a stake for the game of "Snatch," bean bags, picture and story books.

The one essential to a playground is a good play leader. An active, enthusiastic leader can make a playground without equipment ten times as attractive as one with the most costly equipment without a leader or with a poor leader. Good equipment, however, is a help to a good leader.

Some advantages of apparatus and play materials are:

1. To provide play opportunity for small children. Without at least swings, a sand box, and a see-saw and a few materials-to-do-with the playground offers nothing for children too young to play in groups. They can use apparatus and materials for their own creative and make-believe play. Swinging and tilting gives them also a certain rhythmic and imaginative pleasure.

2. For city children apparatus offers substitutes for trees and fences to climb, earth to dig in, the wood pile and other resources of the country for muscular and creative play.

3. For country boys and girls apparatus gives opportunity for all around physical development when the daily chores and work require only the use of certain sets of muscles.

4. For both city and country boys and girls higher standards of physical efficiency are attained through efficiency tests using apparatus. Apparatus offers a means to try feats of skill, to see what they can do to measure themselves against each other.

5. Apparatus and play materials give opportunity to older boys and girls for spontaneous creative and exuberant play which are necessary if they are to develop initiative, resourcefulness and individuality.

6. Apparatus play stimulates the imagination. Of swinging, Joseph Lee* remembers "dashing along on horseback, hotly pursued by combination of wolves, Kickapoos and Shawnees, who were always jumping out from behind the stone wall and were to be distanced only by the most extraordinary leaps performed by the gallant animal I rode—a swing about five feet long."

7. Apparatus play produces a feeling of exhilaration. To quote again Joseph Lee*, "There is, I think, something in the nature of foreign travel in rushing through the air at such a speed, past scenes which the motion stimulates the imagination to conjure up. No doubt the rapid motion itself is also, as in many other sports, a large part of the attraction."

8. Swinging and tilting satisfy a rhythmic impulse and the enjoyment of alternating rhythm. The most popular pieces of apparatus are those which are various forms of the tilt or swing, the flying and traveling rings, the teeter ladder, the giant stride.

9. Exhilaration is also produced in the sensation of falling given by the high swings, sliding, high jumping, vaulting, swinging through the air, and traveling rings, the flying rings, or on a rope of the giant stride high over the high-jump pole.

Commercial amusement parks thrive on the appeal to the pleasant sensation in falling. "There is no short cut to the emotions like rapid drop."* But in this case the thrill comes with no physical effort on the part of the individual while with the use of approved playground apparatus the exhilaration is accompanied by active effort on the part of the individual and results in increased muscular strength and moral courage.

10. Apparatus will attract children who at first are too individualistic to take part in games, those who at first feel somewhat exclusive to play with the others and those too shy and self-conscious to do so. Many can later be induced to enter into games.

11. With apparatus one play leader can supervise a larger number of children than without apparatus. Children of one age can use it while the leader is starting games and activities with others.

Use Your Apparatus

If your playground is equipped with apparatus, use it, use all of it. Get the fullest use out of it. Get the fullest use out of every piece. Do not, with older children rely entirely on the free use of apparatus. Stimulate its use by having periods under the leader's supervision.

Teach Apparatus "Stunts"

Have two or three regular periods a day when you teach "stunts" on the apparatus or watch

* *Play in Education* published by Macmillan Co.

stunts the children have improvised. Supervise for good gymnastic form, but keep the element of fun encouraging trials by those not yet able to attain good form.*

Make Group Contests

Divide the playground children into teams, or use the teams already organized for games. Each team strives to attain the highest score in performing prescribed and original stunts on the apparatus.

Use Apparatus for Tag Games

At a period when only a few children have gathered, tag games on the apparatus fit in nicely. Here are a few forms of tag:

1. Hang Tag: A player is safe when hanging from a piece of apparatus so that his feet are off the ground.
2. Wood Tag: A player is safe when touching (standing or sitting) on a part of the apparatus that is wooden.
3. Iron Tag: A player is safe when touching a part of the apparatus that is iron.
4. Monkey Tag: The following adaptation of Mr. Weller's original game "Travel Apes" may be played on the apparatus. Several parts of the overhead apparatus are selected as goals so that the players must climb to get from one to another without coming to the ground. One player, the Hunter, calls "Travel, Apes!" Any Ape that the Hunter tags travelling between goals becomes the Hunter. Any Ape who comes to the ground instead of climbing to the next goal is Hunter.

Use Apparatus for Relay Games

Only under careful supervision should competition games on the apparatus be used. The play leader should first caution the children. "This game on the apparatus is just for fun. Be careful first, win if you can." Relay games on the apparatus are good fun at any time when there are enough children for from two to ten players on a side. Here are a few relays which may be played on the apparatus.

1. Playground slide relay: Teams line up in rows at the foot of the steps leading to the slide. The team wins whose members have each in turn raced up the steps down the slide and are first back to original places, standing in even file.
2. Relay races up and down the slanting ladders: The team wins whose members have each in turn climbed up the ladder and down again and are first back in original places.
3. Relay races up the ladder and slide down: Same as (2) except that when each player reaches the top he turns around with his feet on each side of the beams of the ladder and slides down.
4. Relay races up and down the vertical ladder. Same as (1).
5. Relay races up slanting or vertical ladder and down slanting or vertical pole.
6. Relay races climbing hand over hand up the slanting ladder and slide down.
7. Relay races hand over hand up the slanting ladder and down the same way.
8. Relay races working up the slanting poles hanging by the hands.

Other games will occur to the instructor adapted from the regular gymnastic stunts on the apparatus.

Use Apparatus for Individual Badge Tests

To stimulate attainment of accurate form in performing apparatus stunts, include them in an athletic badge test. Change the tests from year to year to include all the apparatus.

Have several classes for each age group with different standards for each. In a test for a badge insist on accurate form. Do not reward an individual child simply for conscientious effort. Rather put him in an easier class and encourage him to try for a harder one next year. Make the badge mean something.

Use Playground Equipment for Make-believe and Creative Play

The stationary apparatus makes excellent settings for make-believe and creative plays. With the other play materials such as boxes, large blocks, innumerable plays are possible. Some plays which children themselves have improvised are:

House, War, Store, Telephone, Aeroplane, Railroad, Motorboat, Amusement Parks, Santa Claus, Wolf, Giant.

* For activities and stunts on the apparatus see "What We Did on a Summer Playground in Chicago," in the August 1920 Playground or pamphlet No. 177 published by the Playground and Recreation Association of America, 315 Fourth Avenue, New York City. Price, 20c.

Enforce Rules for Safe Use of Apparatus

Whatever rules are adopted should be enforced. This is a lesson in good citizenship. Only rules for safety and equal chance for all are necessary. In enforcing rules be firm, but courteous. Do not show anger. Many children are so accustomed to cross words and severity at home that scolding tones produce no effect. They have no idea of corrections or commands being given in any other way. To such children corrections made as explanations, in low and kindly tones, are a revelation. It relaxes the tension of nerves constantly jarred by cross tones from impatient adults.

It may occasionally be necessary to deal with an individual boy or girl in the manner he is used to and understands, on the playground for older boys a new instructor sometimes must convince the boys that he is their physical superior. But kindness and fairness usually bring the most respect in the end. Take the case of a ten year old boy who has walked up the playground slide instead of going up by the ladder or is sliding down standing. Although you may suspect that he has infringed in full knowledge of the rule, assume he does not know that one is not permitted to walk up the playground slide or slide down standing because shoes break off splinters and spoil its smoothness. Teach the offender a stunt that he does not know on another piece of apparatus or ask him to join a game. If a play leader takes this attitude uniformly, there will seldom be a case of deliberate defiance.

Inspect Your Apparatus Daily

Do not rely alone on the visits of the mechanics in charge of repairs and upkeep. It is essential to make daily inspection of ropes, fastenings and interlockings.

Cut off at once all ropes which show wear so that there is no chance of their use. Lock or tie securely any whose fastening shows insecurity.

Make Simple Repairs

Be prepared to make certain repairs. If there is no attendant the older children can help in sewing balls, and filling in holes under apparatus with dry sand after showers.

Repair Kit

The necessity of constantly repairing balls makes valuable a repair kit containing the following articles: Six 2 1-2 inch round point carpet needles: 6 yards of rawhide lacing, 3-16 inches; 2 ounces beeswax; 1 rubber tube cement (small size); rubber for patches for mending bladders; 100 yards linen thread for sewing balls. Much money has been saved by the introduction of this repair kit.

Keep Apparatus and Equipment in Good Condition

Keep materials in shape for use. Do not let things give appearance of being "run down at the heels." Put worn materials away until repaired. Old playground balls can be sewed and used for Duck on the Rock, Piggy in Hole, and for tossing and catching for small children.

Games for Summer Playgrounds

During the hot days which come in August, it is often desirable for the play leader to introduce quiet games which may be played in the shade. Some of the less vigorous physical games and stunts which may be used are as follows:

Group Games with Individual Competition

Among the best of these games for children from ten years of age to puberty are *Hide and Seek, Redeeming Forfeits,* by doing stunts in combination with some game, *Ring Toss, Checker in the Box, Caroms,* and *Crokinole.* Still other games are *Guess Who, Golf Putting, Ring Ball, Iron Quoits* or *Horse shoes,* and *Croquet.*

Team Games

For less vigorous team games in which the group is divided into two or more teams relay pass games may be played by omitting running to the distance line. Among these relays are *Over Head, Over and Under, Double Object, Pass to the Left, Circle Passing Race, Circle Passing Spin, Circle Passing Run Around, Two Objects Circle Pass, Spin Pass and Straight, Straight Delayed Pass, Three Spins and a Run Around, Captains in the Middle* and *Pass the Buck.*

Among the miscellaneous games are *Basket Tossing, All Ball,* and *Guess Who.*

Physical Stunts.

Less vigorous stunts include *Balancing, Breast to Mouth,* and *Take a Chair from Under.*

Intellectual Games

Individualistic games which may be played without equipment are *Throwing a Light, How Do You Like It, Hidden Proverbs, Repeating Games, Acting Characters,* and *Judge and Jurymen.*

Individualistic games requiring equipment may also be used. Among the best games for training observation and memory are *Observation, Identification,* which may be played with variations, and *Scouting for Words.* The words used in this game may be the names of famous paintings, American statesmen, historical places and characters, lakes, rivers, islands and other geographical names, and names of various makes of automobiles.

Additional games including arithmetical games, *Conundrums, Dominoes, Give Away, Nine Men Morris,* and *Parchesi,* may also be played. Interest in mechanical puzzles culminates at the age of eleven years; in geometrical puzzles at twelve to thirteen. Other popular games include *Pyramids, Quotations, Riddles,* and *Tit-Tat-To.* Some of the intellectual games in which the group is divided into two or more teams include *Acting Charades, Clumps, Fire, Geography Games* and *Illustrated Proverbs.* None of these team games require equipment.

Other team games in which equipment is necessary are *Jenkins Up, Observation* and *Identification. Scouting for Words* may be played with sides.

Autumn Games

As the summer season draws to a close, it is important for the play leader to be thinking of fall activities. There are a number of "between season" games which may advantageously be used throughout the season as relaxation between team games and athletics. Among these are *Duck on a Rock, Foot and a Half* and *Three Deep.* Minor team games include *Prisoners' Base* and *Relievo, Team Dodge Ball, Tennis Doubles,* and *Golf Putting* played as a game. Many of the vigorous activities of the summer may be continued at this time.

Individualistic games include *Rush* and other football practice games.

Under minor team games and games of sides may be included *Black Man* as a football practice game played between two sides, the one side lining up between the two goals, the other side lining up on one goal, the purpose being for one side to run through the opposing line; *Drive Ball, Modified Football, Shinney,* and *Hare and Hounds.*

Team games include *Football, Soccer* and *Field Hockey.*

Track and Field Events

These events include Climbing, Jumping, Distance Punt, Drop Kick for Goal, Soccer Goal Kick, Soccer Dribble and Passing.

Under this classification should come team athletic events, Team Jump, Climbing, Football Kick for Distance and Team Football Kick for Goal.

Athletic Tests

Among such tests are Individual Tests, Badge Tests, Informal Team Tests, Team Badge Tests, and Good Posture Tests.

Hiking

An excellent activity for the fall months is hiking. Nature hikes may be made exceedingly interesting through the introduction of Nature Law and Woodcraft, the making of collections and taking of snap shots, and through scouting and nature games, and camp fires. There may also be arranged hikes to historical places.

A Recreation Council in Milwaukee

Early in June, the Milwaukee Recreation Council came into being to assist the regularly constituted recreation authorities of the city in the study and promotion of public recreation facilities. J. W. Disch, of the Milwaukee Real Estate Board, has been elected president of the body.

According to the constitution of the Council, no member of any muncipal body, either elected or appointed, receiving compensation may become a member of the Council which is to be made up of one certified delegate or alternate from each civic organization interested in recreation.

One of the first steps taken by the Council will be a study of playgrounds. Only 68,000 of the 138,000 children in the city, it is said, have access to playgrounds. It is the further plan of the Council to study the effect which playgrounds have on juvenile delinquency and upon accidents.

Camps—Municipal and Private*

The Municipal Camp

Los Angeles, California, believes that municipal camps are one of the best investments a city can make and it has established two camps—one seventy-five miles from the city, the other one hundred miles from the city at elevations of forty-five hundred and six thousand feet. The following points should be especially considered in planning camps, according to C. B. Raitt, Superintendent of Recreation of that city.

The camps should be sufficiently far from the city so that the people who go will feel that they are really going somewhere.

Availability for transportation is an important point, but the camp should be located far enough from other summer resorts. It should have telephone and stage connections with the main lines of transportation.

The spirit of the camp is a very important factor, and there should be a definite program of activities under capable leadership. Plain living in a fine natural environment is the fundamental objective.

The plan and arrangement must be artistic and practical. The arrangement of the cabins is important. There should be plenty of space and cabins for one, two, three and four rooms. A good arrangement for the cabins is in the form of a horseshoe with the kitchen and dining room on one end, storage rooms, room for employees, pavilion, and fireplace with seats around it should be provided.

Fuel is a point to be considered. The kitchen and dining rooms should be models of neatness, and facilities for disposal of garbage are very necessary. The cafeteria idea has been successfully used.

Facilities for swimming should be available. Drainage, climatic conditions, and scenery should receive particular consideraion.

Publicty is needed in making known the camp and in addition to the publicity given by the newspapers, leaflets should be distributed through the schools.

The charge in the Los Angeles camps is $15.00 for two weeks. Four thousand people were taken care of in the two camps during the last summer, and $7,000 over and above expenses collected.

A Summer Camp for Girls

Mrs. Chester G. Marsh, Supervisor of Recreation at Middletown, Ohio tells of a camp, the gift of a woman much interested in the work, which is conducted in Middletown for industrial and professional girls. It has been built close to town so that the girls who cannot get vacations may go back and forth to the camp. Rest has been found to be the thing most desired by these girls. During the first two weeks their time is planned for them. After that, their time is their own. The only compulsory rules are those with reference to getting up in the morning. Swimming is the main attraction. Reed work, sketching, bird study, nature lore, and dramatics are the main activities. Two dramatic events a week are conducted. Costumes for the dramatic work are secured from the municipal costume wardrobe, where they are taken out just as books are taken out of the library.

Camp Fire Girls Camps

Lester Scott, Executive Secretary of the Camp Fire Girls, made the statement that camps and camping now hold a high place in the recreation program of the great sections of this country. The functions of camps, private and public, are almost as well understood as the functions of private and public schools. Every woman who volunteers to lead a group of Camp Fire girls is asked when she signs her application if she cannot take her girls camping for at least a week. As a result, out of over 160,000 girls, over 100,000 went camping last summer.

There are two kinds of Camp Fire camps—the rest camp and the institute camp. The institute camp is a form of summer school and camp combined. The camps are conducted like a city government with street cleaning departments.

The fallacy that one has to "rough it" when one goes camping and that camping is a life of laziness utterly without plan, is slowly being changed. There is no necessity of injecting hardship into camp life any more than into home life. A well-run camp is always run on a carefully prepared schedule. Activities are planned with a definite relation to non-active hours, rest

* Summary of discussion at Section meeting on Camps—Municipal and Private—held at Ninth Recreation Congress, Atlantic City, New Jersey, October 9-12, 1922.

hours, hours devoted to sleep and quiet occupation. It is possible to do in camp in summer practically all that it is possible to do in the homes and schools in winter, as well as many other things which it is impossible to do in the home. Camping experience should leave boys and girls with three things; (1) a knowledge of camp life, (2) a knowledge of some handicraft and (3) inspiration. The physical surroundings of the camp—the surroundings which nature presents should be such as to give, in combination with leadership, the greatest inspiration possible.

Family Camps

How a camp is conducted by the Neighborhood Club Association in East Greenwich, R. I., and two hundred people handled at a cost of less than $800, was told by Howard P. Bourne. Whole families come to the camp which is located on the shore on twenty-five acres of land.

More Municipal Camps for California

New municipal camps have added to the recreation laurels of California, famous for the dollar-a-day municipal summer vacation. Berkeley and Stockton have joined the municipal camp movement, so successfully forwarded by the Recreation Department of Oakland, Los Angeles, Sacramento, Fresno, San Diego and San Bernardino.

Stockton's camp has the natural beauty typical of all the California municipal camps. After reading the folder advertising this camp, we do not see how any family of outdoor lovers in Stockton could fail to pack up for Silver Lake at the earliest opportunity. "Like a jewel set in high prongs of the Sierra," the glacial lake is surrounded by woods of fir and tamarack and quaking aspen. There are inviting trails and sandy beaches and historic mountains.

Last summer twenty-four floored tents nestled among the trees and a rustic log cabin with a social hall and a common dining room presided over the flock. Among the activities were fishing, boating, swimming, hiking, mountain climbing and nature lore. In the evenings an outdoor fireplace crowned with a pine tree theatre created a ruddy circle of neighborliness and good cheer. Songs and games and stunts around municipal camp fires have been responsible for a great deal of community spirit felt in camping cities when camping days were over.

The United States Forest Service has helped to promote the municipal county camping movement in California, furnishing the land free of charge. The splendid camps for Camp Fire Girls and Boy Scouts which have been functioning in this section for the past five or six years have been instrumental in spreading the camping idea, extended by municipal recreation departments and playground associations to include adults and families.

Camp Sacramento

When the site and plans for Sacramento's municipal camp were discussed, there was a great deal of opposition on the part of those who differed radically in judgment regarding certain features of the plans. Early opposition, however, has meant later cooperation, and the whole city now takes the greatest possible pride in its new camp.

The Site

The camp site includes about forty acres of land on a hill through which runs the American River. About four acres of land on the lower mesa is perfectly flat, thus making possible a fine baseball field and playground. The camp has a private water supply from a nearby creek, and there is sufficient water to generate power for at least three hundred electric lights. A dam was constructed last fall, and the electric light plant started in the spring of 1923.

The Buildings

The main building is thirty feet by sixty feet, including the kitchen. The dining room, which has a seating capacity of a hundred people has a great fire place. It is, at present, being used as an assembly hall. This is not, however, a satisfactory arrangement, and it is hoped that before long there will be erected a large one, forty feet by one hundred feet.

There are thirty cabins, including one room cabins of varying sizes—nine feet by twelve feet, ten by twelve feet, twelve by fourteen feet; two room cabins—twelve by twenty-four feet; three room cabins—ten by twenty-four feet. They are all stained, with window sashes and other trim painted white. An attractive effect has been produced by using the same color stain for each

group of two cabins, this effect being varied by occasional buildings stained in oak color. All colors, however, blend with the landscape. One cabin named "Twin Firs" stands between two beautiful young firs and is stained as nearly as was possible the color of the bark of the tree. All the cabins have been located so that one does not obstruct the view of another, and they have been placed between certain trees, giant boulders, or facing the stream.

The lavatory building is about twenty feet by sixty feet, one side being arranged for women and the other for men. There are shower baths, toilets, wash bowls, and sinks. Each side is supplied with mirrors of plate glass secured at a very low cost. The men's and women's departments are divided by a space of about three feet in which all the rough plumbing is installed. This space assures privacy and provides a good arrangement for repairs to fixtures. The floor of the building is of concrete and is so graded that the building can be flushed with a hose, the water running off through the shower bath drain.

Other buildings include store house for tools, about sixteen by twenty feet and a supply house, fourteen by sixteen feet, which is already too small.

Finances

The question of salaries and wages will be of interest to recreation workers who may be planning similar camps. The wages paid are as follows:

The Camp Manager was paid $120 per month
The Camp 1st. Cook was paid $115 per month
The Camp 2d Cook was paid $100 per month
The Camp 3d Cook was paid $60 per month
The Camp Dishwater was paid $55 per month
The Camp Caretaker was paid $3.14 per day

All laborers who worked at camp during its construction were paid $3.14 per day and given their board. All carpenters were paid at the rate of $8.35 per day, but one dollar was deducted for board. All other skilled labor was paid at the regular scale, and the deduction of one dollar a day was made for board.

The city has not appropriated more than $15,000, but the plant is worth not less than $70,000. A large sum is represented in the donation of money, materials, and services which have been so generously contributed.

Camp Shawnee

Seven years ago, Mr. and Mrs. Frank Robinson, public spirited citizens of Kansas City, gave to the Camp Fire Girls the use of a beautiful tract of forty acres including a large lake which adjoins their farm near Grand View, Missouri.

Each year Camp Shawnee has grown and new facilities have been added. There is a substantial lodge used as dining room, kitchen and living room which is the center of camp life. Twelve small tents, 14 x 10 feet with wooden floors are furnished with cots and mattresses, shelves and wash stands. Each accommodates five girls and a councillor.

The athletic field includes a basket ball court, and a baseball diamond. There are row boats and canoes on the lake, a swimming crib 40 x 60 feet, supported by piles and built like a crate to permit the free flow of water, is used for swimming lessons.

The director is assisted by a trained nurse, two swimming teachers, a dietitian and a handicraft teacher. Camp Fire guardians serve as councillors.

The charge for board is exceedingly moderate. Girls who are not members of the Camp Fire Groups are received at a slightly higher rate of board. The daily schedule is as follows:

6:45	Reveille
7:00	Setting-up exercises and flag-raising
7:10	Breakfast
7:40	Clean up tents
8:30	Morning sing
9:00— 9:30	Games, boating, folk-dancing, archery
9:30—10:00	Free
10:00—11:00	Handcraft, nature lore, baby craft
11:00	Dress for swimming
11:10—11:40	Swimming
12:15	Dinner
1:15— 2:00	Silent Hour
2:00— 3:00	Free hour
3.00— 4:00	Handcraft, camp craft, baby craft, nature lore
4:00— 4:10	Cleaning camp grounds
4:10— 5:00	Free hour
5:00	Dress for swimming
5:10— 5:40	Swimming
6:15	Supper
7:00	Retreat, stunts, evening sing, astronomy

In speaking of the camp, Mr. Robinson says:

"When I first gave the use of the property, I hesitated very much as I felt perhaps we would not get the result we had hoped for. But as I live on the opposite side of the lake during the summer months, I have had an opportunity to observe the progress and the development of these girls. In many ways it is marvelous, and both my wife and I are very happy over the results."

Camp Carter

The Carter Community Building Association, Inc., of Lebanon, N. H., conducts a camp, called Camp Carter, for boys and girls ten years of age. It is open to boys in July and girls and August. The rates are from $9.00 to $12.00 a week. The camp is situated on a level about twenty feet above the surface of the water in a tract of 60 acres of field and timber land on the shore of Elbow Pond. The accommodations are limited to 56 campers and none above that number are accepted. Room for lounging purposes, a kitchen, office and camp store, a fireplace, sleeping lodges accommodating eight campers and a leader, a tennis court, rifle range, baseball field, and birch square constitute the equipment. A physical examination by the family physician is urged before camp entrance. The purest food is secured and everything possible is done to keep the campers in the best of health.

The program begins at 6:30 in the morning when all report and the flag is raised. "Taps" at 9 o'clock ends the day. A dip at 6:45, devotionals, two swims, one at 11 and the other at 4, with especial attention to non-swimmers, one hour of group instruction in body-building and camp craft, hiking, inter-lodge games, tennis tournaments, water and athletic meets, treasure hunts, clam bakes, athletic games and various evening entertainments make up the program. The Winchester Junior Rifle Corps Units provide organized safe shooting. Sundays a quieter program is conducted and church attended by all members of the camp.

There are two camp honors: the White C is given when (1) the person has been one week in camp (2) Has earned a Nature Study Certificate (3) Proven ability to swim 50 yards (4) Taken part in one hike (5) Passed the Carter Knowledge Test (6) Worked one hour on Camp Improvement; the Green C requires the passing of ten out of the following twelve tests: (1) Swim 100 yards (2) Score 15 on three targets at the Range (3) Take part in one overnight hike (4) Give three different dives or swim 50 feet under water (5) Work two hours on camp improvement (6) Be silent from Reveille to Retreat (No notes, signs or words) (7) Lead Military Instruction 10 min. (8) Pass Camp Craft Test (9) Take seven morning dips (10) Be recommended by own leader (11) Know and name every person in camp (12) Sleep alone one night in Square.

The Camp Carter Echo gives full information regarding the camp to anyone interested. Visitors are always welcome. The program is never changed for the convenience and amusement of guests, but what they usually see is a group of men and women striving through their camp duties to give to the groups of boys and girls under their care the healthiest, happiest, life- and character-building vacations possible.

Detroit's Recreation Camp

The Detroit Recreation Department announces the opening of its Recreation Camp at Lake Elizabeth on June 24. The season will extend to September first and definite weeks have been set aside for Girl Scouts, Boy Scouts and for boys and girls who are not attached to such groups. The rates are six dollars for one week and twelve dollars for two weeks, including transportation both ways.

Special Features

Sunday Night	Get acquainted, talks on camp
Monday Night	Marshmallow roast
Tuesday Night	Songs and Indian war dance
Wednesday Night	Popcorn. Riddles
Thursday Night	Amateur vaudeville
Friday Night	Music, singing
Saturday Night	Surprise night

Schedule

6:30 A. M.	Reveille — morning dip — setting up exercises
7:00 A. M.	Breakfast
7:30 A. M.	Blankets out for airing—General Police Duties
7:45 A. M.	Flag raising
8:00 A. M.	General Announcements—educational program — nature study, first aid instruction

9:00 A. M.	Morning activities
10:00 A. M.	Swimming Instruction — Life Saving
11:00 A. M.	Tent Inspection
12:00 Noon	Dinner
12:30 P. M.	Store open,—interviews—rest—writing—quiet relaxation
2:00 P. M.	Afternoon activities
4:00 P. M.	Swimming—aquatic program
5:30 P. M.	Supper
6:00 P. M.	Boating—preparation of evening program
Sundown colors	
8:00 P. M.	Camp Fire—evening program
9:15 P. M.	Tattoo
9:30 P. M.	Taps—lights out

Camping for Women in Montana

The county camps for women conducted by the Extension Service of Montana State College represent a new and interesting venture.

The purpose of the camps is, first, to provide a satisfactory and pleasant four days of vacation for the women elected from each community to attend the camps and, second, to provide an opportunity for a training school for community leaders who will carry back to their communities the inspiration gained at the camp. The chief interest of the camps will center around the discussions and instructions in home management, foods and nutrition and recreation.

Fifty delegates will be accommodated in each camp, three delegates being chosen from each community. The cost of the four days for each delegate will be five dollars, half of which will be paid by the community, half by the individual attending.

Each day will have its full program, including demonstrations, lectures, and entertainments with local people and specialists from the State college directing the various parts of the program. Recreation periods will include community singing, plays, games, storytelling and stunts. Special instruction will be given along the line of planning programs, training participants and originating all kinds of recreational activities. Carefully prepared material will be given each delegate so that she may return to her community prepared to give practical assistance in its social activities.

Recreation through the California Forest Service

"Our recreation problem," writes T. A. Barrett, acting district forester of the United States Department of Agriculture in the California district, "is larger than most people imagine." Last year, there were one and a half million visitors to the seventeen national forests in the California district. One forest, the Angeles, has over six hundred thousand visitors yearly. A careful check showed that twenty-seven thousand automobiles passed over the forest road last year, while a number of the public camps were used by from five thousand to fifteen thousand people last season. One forest trail on the Angeles is traveled by sixty thousand hikers in the course of a year.

Service is rendered through a number of channels which may be classified as follows:

Transient Camps

Exclusive of the many camps operated by private owners for public use, the forest service has set aside over three hundred fifty camp sites in the seventeen forests. These camps are of all sizes and will accommodate anywhere from three to five hundred automobile parties at one time.

Up to the present time, about seventy-five of the most important public camps have been improved, wholly or in part. This has been done largely through cooperation on the part of automobile clubs, Chambers of Commerce and private individuals. The total value of such cooperation in terms of money or land is at least seventy-five thousand dollars. The improvement on these camps consists of water development, latrines, garbage pits, incinerators and, in some cases, fireplaces, tables and benches. The improvements are built according to standard plans that have received the approval of the State Board of Health. All improved camps are posted with sanitation rules, and at a few of the most important camps there is a caretaker in charge during the season. In two or three cases, one traveling caretaker is able to supervise a string of camps along several well traveled roads. There are anywhere from seven to fifty selected camp sites in each of the seventeen forests. Since the records show that over seventy-five per cent of the recreation visitors to the forests are campers,

the importance of having numerous improved public camps is evident.

Individual Camp Colonies

There have been laid out in this district about a hundred and fifty summer home site tracts, and such tracts are available in fourteen of the seventeen forests. The Angeles leads, with thirty-five different colonies, while some of the forests as yet have only one or two active colonies. The tracts laid out have anywhere from six to three hundred lots, each depending on location, topography, and present demand. While individual lots vary somewhat in size, they average, as a rule, about a quarter of an acre.

On December 31, 1922, there were 3,095 summer home permits in effect in this district, of which over eighteen hundred were in the Angeles forest. For the past several years there has been an average increase about four hundred summer home permittees each season. The permittees are urged to form associations for the purpose of self government, installation of improvements, and civic work. Around practically every colony are resort sites, public camps, institutional camps, stores and similar facilities. In summer many of these colonies are, in fact, rural settlements.

The cabins constructed by permittees range in cost from one hundred to thirty thousand dollars. Each permittee is furnished with special plans for building sanitary latrines and is expected to comply with the general requirements. Every summer home site must be inspected at least once a season by the local rangers.

Municipal Camps

California now has fourteen municipal camps under permit with a fifteenth permit soon to be issued. Many of these camps are conducted by municipal recreation systems. All permits to municipal camps are issued free and, as far as possible, the forest officers cooperate in the proper laying out and development of the camp grounds. These camps are from twenty to three hundred miles distant from the municipalities operating them.

Institutional Camps

It is estimated that about seventy-five institutional camps have been developed to date. These include camps for Boy Scouts, Y. M. C. A., Y. W. C. A., church organizations, Shriners, schools of all kinds, and numerous other organizations of this type. The demand for such Masons, Elks and similar groups, colleges, permits is constantly increasing and in one forest, the Angeles, it is difficult to find suitable areas to allot to the many organizations asking for camps of this kind. Most of these permits are for less than five acres of land, although a few are larger. The majority of such permittees erect permanent buildings, but a few maintain a camping place rather than a resort. It is the policy of the government to encourage the use of the forests in this way and to give as much assistance as possible in the development of the camps.

Industrial Camps

Industrial camps are a more recent development and not many such permits are in effect. The best example of a camp of this kind is found in the camp operated by the Pacific Electric Railway Company in the Angeles forest. This company has over five thousand employees who are given two weeks vacation with full pay. The camp is operated at cost and is one of the model camps of the state. The facilities include a main recreation hall where dances and entertainments are held, a store, cafeteria, furnished cabins and floor tents. A number of other corporations operate camps for their employees in the Sierra forest. At all of these camps regular entertainments are furnished by the guests.

Junior Agricultural Clubs

It means much to a state to have twenty thousand boys and girls studying better methods of farm practice and home making through club projects. This is what is happening in Kentucky through the Junior Agricultural Clubs described in the manual on Junior Agricultural Clubs issued by the Extension Division of the College of Agriculture of the University of Kentucky. Very definite suggestions for the organization and administration of these clubs and for programs are given in the manual. Much emphasis is laid on the social life which the clubs can promote, and throughout the manual the importance of outdoor life and sports is stressed.

County camps, of which there are more than twenty in Kentucky, represent a project which is of great importance to members of the clubs. It is estimated that for the four days' trip there are usually needed three large tents, twenty by

forty feet and two smaller ones ten by fourteen feet. These will accommodate a hundred boys and girls. Each child brings with him a quantity of food, a list of which has been sent him, and supplies such as an empty bed ticking, a double blanket, a pillow slip and sheet, towels, tin plate, eating utensils, drinking cup and similar supplies.

The officers of the camp consist of a camp manager, a director and camp leaders. The camp manager is a representative of the University who organizes classes and drives and arranges the camp program. The camp director is usually the county agent, and it is his responsibility to provide the physical comforts of the camp. He appoints committees to provide tents and equipment and take charge of such matters as drinking water and supplies. He also appoints a camp treasurer who collects fees and pays bills. The home demonstration agent serves as assistant director and takes charge of the commissary department, providing a cook for each thirty campers and a camp nurse equipped with first aid supplies. The county and home demonstration agents cooperate in advertising the camp and securing the enrollment, determining the location, the camp fees and other general policies.

Each group of campers must bring its own leader, preferably some older boy or girl from the neighborhood. The additional camp leader is the older club member who is at the time teaching in the home school.

For the purpose of instruction in the morning, the camp is divided into groups meeting daily for nature study and woodcraft and for instruction in home club plans, first aid, agriculture and home economics. For afternoon and evening contests the campers are organized into tribes of about twenty-five members each, so selected that there are big, little, old and young boys from different sections of the country in each tribe.

The program is as follows:

6:00 a. m.	Bugle	Alarm Clock
6:10 a. m.	Flag Raising	Star Spangled Banner
6:30 a. m.	Setting up	Morning Dip
7:00 a. m.	Breakfast	Yells and Songs
8:00 a. m.	Group Instruction	
11:00 a. m.	Medicine Ball	
11:15 a. m.	General Assembly	
12:00 m.	Dinner	
1:30 p. m.	General Assembly (Leaders' Meeting)	
1:45 p. m.	Play and Recreation by Tribes	
4:30 p. m.	Rest	
6:00 p. m.	Supper	
7:30 p. m.	Sunset Service	
8:00 p. m.	Campfire	
9:30 p. m.	Bed	

Finances

There are at least three methods of securing funds to finance the camp.

1. All club members attending may pay a small fee, usually not to exceed one dollar.

2. Instructors and others receiving food and shelter at the camp pay the camp treasurer a reasonable sum.

3. The County Farmers' organization or other business organization is given an opportunity to underwrite the cost.

4. Supplies remaining on hand when the camp breaks up may be sold and the proceeds applied to the expense.

The usual expenses of the camp include wages of cooks, the hauling of tents and supplies, transportation of members from train to camp, rent on tents, freight charges, cost of labor involved in cleaning grounds and building toilets, cost of kitchen equipment and food supplies caused by shortage. The director appoints as many helpers as he needs from leaders or older club members and in this way much of the work of the camp is done by volunteers.

New York State Parks and Reservations

The Conservation Commission of New York State, with headquarters at Albany, has published a series of eight recreation circulars prepared by C. A. Petti, Superintendent of State Forests, which may be had on request. These circulars give information regarding the state parks and reservations and give many details regarding the railroad, water and automobile routes to the various reservations. Recreation Circular No. 2, entitled "Public Use of the Forest Reserves," will be of special interest to anyone wishing information regarding the construction of open camps, shelter camps and portable canvas houses. This circular also contains the general regulations controlling the use of state lands and information regarding fire protection.

Public Golf in Fort Worth, Texas

The Public Recreation Board of Forth Worth has issued the following regulations and suggestions for the use of the Municipal Golf Course.

1. These golf links are open to the public and the cooperation of those who make use of the course is requested in the observance of the following regulations:

2. The links and greens are exclusively for the use of patrons of the game of golf.

3. The Director of the course is the authorized representative of the Public Recreation Board. He will be pleased to furnish information concerning the course and the rules and regulations governing the same, and will pass upon any questions which may arise in that respect. Patrons are, therefore, requested to report any matters of this character, which may be in dispute, to the Director for action.

4. Those not possessing membership in the Municipal Golf Club are expected to secure a game permit from the Director before commencing play.

5. The Director will be pleased to arrange for caddy service. The caddy charge is 35 cents. When a caddy carries two bags the charge is 70 cents. Only caddies engaged through the Director will be permitted on the course.

6. Each two players shall be provided with at least four clubs, one of which shall be a putter. Golf balls and clubs are on sale by the Director.

7. Persons finding golf balls on the course are requested to return same to the Director who will pay 10 cents for each ball. Owners may redeem same on identification, by payment of the same amount. Caddies or others are not permitted to sell or purchase golf balls on the links. A caddy finding a ball while in service must surrender same to player. Players should make this request of caddy.

8. Women are requested to wear low-heeled shoes while on the course.

9. In the best interests of the game and to lessen the possibility of accidents, children under 12 years of age are not permitted to play nor to accompany players.

10. Any player refusing to abide by these regulations and the Rules of Etiquette of the U. S. Golf Association, may be excluded from the grounds.

Etiquette of Golf

1. Players are expected to start at the first tee and play the holes in their order.

2. Do not play from tee until the party in front have played their second shots and are out of range (200 yards), nor play up to a putting green until the party in front have holed out and are off the green.

3. Player who have holed out must leave the green at once. Do not record score while on green.

4. Players looking for a lost ball, after two minutes are requested to allow other matches coming up to pass them, and will signal to that effect to the players coming up and not continue their play until the players so passing them are out of range.

5. Two balls matches have the right-of-way over others, except Saturdays, Sundays and holidays, when four ball matches shall have precedent.

6. On Saturdays, Sundays and holidays, during periods of congestion, four ball matches shall be permitted; players will be started in rotation in the order in which they arrive at the tee.

Junior Golf

The Junior Golf Courses which the Fort Worth, Texas, Recreation Board have arranged at two of the parks are creating much enthusiasm among the younger citizens of the community, especially the boys from fourteen to eighteen years of age. Only one club is used, in most cases the mid-iron. Boxes about four feet square filled with dirt are used for tees, and hard rubber balls are substituted for golf balls. Each course consists of nine holes. The distance from each hole and par for each hole is as follows:

Sycamore Park:

No. 1	54 yards	5 strokes
No. 2	32 yards	3 strokes
No. 3	41 yards	3 strokes
No. 4	42 yards	4 strokes
No. 5	59 yards	4 strokes
No. 6	43 yards	3 strokes
No. 7	45 yards	3 strokes
No. 8	50 yards	3 strokes
No. 9	75 yards	5 strokes
Total	441	33

Marine Park:

No. 1 —	58 yards	4 strokes
No. 2 —	47 yards	3 strokes
No. 3 —	49 yards	4 strokes
No. 4 —	35 yards	2 strokes
No. 5 —	82 yards	4 strokes
No. 6 —	41 yards	3 strokes
No. 7 —	65 yards	5 strokes
No. 8 —	51 yards	4 strokes
No. 9 —	62 yards	4 strokes
Total	490	33

Golf*

"Cow pasture pool," the butt of the jokesmiths of a decade or two ago; the game "fit only for old men," the "sport" that made the Scots "dour," has come into its own.

They are selling golf clubs in the five and ten cents stores!

It is true they are pygmy clubs; just wee bits o' things, toys. It is true that no self respecting golfer, all togged out in his shorties and tam, would deign to use them. It is true that it would take a week to cover a stiff 18-hole course with them. It is all true but—the children are buying them, and when Young America buys and plays with the pygmy clubs, it is but a step until Young Americans will yearn for a regular bag full and the Ancient and Honorable game will be fair on its way to complete adoption.

Over on the South Side two youngsters, whose daddy even yet looks down with infinite scorn on the men who slip off in the afternoons for Sunnehanna, had quite a game the other day, with the ten cent sticks. A convenient unpaved alley made fine links, and a two-hole course was constructed. There were no greens, excepting those peeping from a can in a backyard nearby, but as for hazards—! The course record is five at latest reports, three on the first hole, going up the alleys, and two on the return trip. A lucky carom shot from a stone, which left a three-inch put for the hole, was responsible for this phenomenal showing.

There are, it is estimated, 10,000,000 golfers in the United States. Most cities in the West have public courses, and there are several places in Pennsylvania where municipally conducted courses are open. Some day Johnstown will have its public course. It does not take much of a prophet to say it will come soon. When the five and ten cent store starts selling clubs and the youngsters begin playing in the alleys, golf is acoming.

* From the Johnstown, Pa., Tribune, June 13, 1923

An Ideal Golf Course

A few miles outside of Barberton, Ohio, beautifully located in the country, is a model farm of eighty-seven acres built by O. C. Barber, founder of the Diamond Match Company. At the east side of the field is a cattle barn, four hundred feet long and seventy-five feet wide, with two floors above ground and two below, which is said to be the largest barn of its kind in the United States.

Barberton has a local Community Service group fully alive to the necessity for securing all possible recreational facilities. Through the efforts of the local Community Service Committee, a group of interested citizens was called together and an arrangement was made early in the spring with the trustees of the Barberton estate whereby the use of the property was secured as a community golf course. In May a Community Golf Club was organized, and a professional was employed to lay out a nine hole course. The club membership fee for a man and his wife is ten dollars. Memberships are limited to 250 people.

At the present time, because of the expense involved, it is not possible to use the barn except as a place for storing supplies. With its red tile roof and artistic construction, however, it serves as a very effective background for the golf course.

"In the author's experience as Park Commissioner in St. Louis, it was found that wherever playgrounds were instituted, juvenile crimes and delinquencies were least and that not only the physical but the mental capacities of the boys were the best and their conceptions of good sporting ethics and right conduct the keenest."—DWIGHT F. DAVIS, President of the United States Lawn Tennis Associations.

"Tilden, the leading tennis player of the world, gives as the cardinal principle of tennis "Keep Your Eye on the Ball.'

Statesville's New Swimming Pool

In March, 1922, Community Service of Statesville, North Carolina, organized a stock company for the purpose of building a community swimming pool. Construction was begun on June 1; the pool and the bathhouse were opened on August 1.

The cost of the pool was approximately $10,000 which was expended as follows:

Cement pool (40 ft. x 125 ft.), about $5,500

Dressing rooms (32 ft. x 44 ft.) about $2,500

Chlorinator, about $600

Equipment, bathing suits, towels, diving board, and platform, about $600

The filter tank was given by the city. Its transportation cost was $600.

The price schedule in use is as follows:

Admission (men and women) 25¢
Bathing suit rental 25¢
Admission (boys and girls under 16) 15¢
Bathing suit rental 15¢
Towels and soap are furnished free.

There are, at present, fifty stock holders in the company. The number will probably be increased to one hundred. The company is given free water from the city supply. At the end of five years, during which time the stock holders will reimburse themselves for their underwriting of this investment, the pool will be turned over to the city with special recommendations for its management and for the disposition of funds received therefrom. Community Service may be the manager at any time, and the pool income will probably be devoted to the promotion of some type of community recreation project.

The swimming pool at Statesville, N. C., operated by the local Community Service.

From One of the Most Successful of the Real Estate Men of America

My dear Mr. Braucher:

I know of no legislative enactment that would add more to the betterment of our residential and suburban developments over the country than a mandatory requirement that certain portions of each subdivision be dedicated to the public for park and playground purposes.

There is absolutely nothing radical about this requirement. It is exactly in line with the necessity of complying with existing or contemplated street layouts over adjoining property as is now insisted upon in all up to date communities. The fact that some of these subdivisions are outside the city limits imposes the obligation of additional care, for it is self evident that such properties are expected by the promoters to be taken ultimately into the city and as a matter of history are.

The setting aside of 10 per cent of the area of a tract for a park and recreational purposes need entail no hardship to the subdivider. It has in fact striking advertising value for people are looking ahead more and more to recreational insurance for their children. If the land is set aside for park purposes, the loss can be made up by increasing the price of adjoining lots. If for playground, by distributing the value of the playground area over the whole tract. We have done it and are now carrying out this policy in all our newer subdivisions and it is to my poignant regret that we did not have vision enough to see the wisdom of this policy thirty years ago. It is humiliating to visit old subdivisions from 500 to 1,000 lots and find a house set on every plot and not an inch of play or park area reserved for the use of the community. My excuse is ignorance. Had we adopted a more generous course our profits would have been equally great, and our finished product would have ultimately commanded a higher price, a wider market and a better class of citizens.

Very truly yours,

(Signed) Wm. E. Harmon

The cover of this issue of The Playground is the contribution of Miss Winifred Bromhall.

A Superintendent of Recreation for Westchester County, N. Y.

On April 30th, 1923, when the County Board of Supervisors, at its regular meeting in White Plains, appointed a Superintendent of Recreation, Westchester County took one more progressive step in its splendidly progressive history which entitled the County to a special recognition. Westchester County is the first County in New York State to take advantage of recent state legislation permitting adjacent cities, towns, or villages to combine under a joint recreation commission and permitting school or park boards to join with the municipality in making appropriations for a common recreation budget. The legislation was secured as an amendment to the Home Rule Bill of 1921.

In the County of Westchester there are four large cities numbering over ten thousand population, 47 townships, and 61 smaller cities and villages aggregating a population of perhaps between three and four thousand people. The larger cities which include Yonkers, New Rochelle, Mt. Vernon, White Plains and Port Chester are provided with recreation systems which are functioning at least in part but there are still 61 smaller communities totalling perhaps 150,000 people or more which are provided with no such opportunities and with but little encouragement in recreational activities. On the contrary, the small towns and rural communities although blessed with large acreage of green fields have made no effort to use these fields for the moral and physical welfare of the children, leaving only the moving picture perhaps, at best, for constructive pastime. The fact that nearly 40 per cent of the population in The State Home for Boys in Jamesburg, N. J., for example, comes from small towns, villages, and rural communities, where there is scarcely any playground development, testifies to the need for special attention to the opportunities for wholesome self-expression for the youths in such territory, removed as it is from city advantages.

Early in 1921 a number of outstanding and farseeing individuals of Westchester County invited the Playground and Recreation Association of America to give its services in helping Westchester County realize the privilege of this call and presented the facts before a large its recent law. The Association responded to number of groups and individuals in the County.

The Women's Federated Clubs of Westchester County of which Mrs. George S. Harral is president, the Westchester County Children's Association of which Mrs. Herbert Baker was then president, and the American Legion of the County of which W. A. H. Ely is Commander were some of the first organizations to champion the cause and to urge that advantage be taken of their recreation legislative rights. A formal petition was presented to the County Board of Supervisors requesting that a Superintendent of Recreation be appointed, expenses to be covered by a budget of $5000.

While some of the larger cities at first opposed this measure on the ground that it duplicated their tax, yet to the credit of all may it be said that this objection of the few was discounted and overruled by the broader and more humanitarian interest of the many.

Mrs. Frank Marsh, former Assistant Superintendent of Recreation at Middletown, Ohio, was appointed to this office and is now located in the Court House at White Plains, N. Y.

It is the duty of the County Superintendent of Recreation to use her skill and experience to assist local authorities and civic agencies in securing local programs of play activities and to secure local leaders whom she will train when necessary to conduct such activities. Small communities in this way may avail themselves of opportunities which are at present sadly lacking, such as supervised sports throughout the seasons, well directed school play, wholesome dancing, community singing, community dramatics, swimming facilities and community entertainments conducted on a non-partisan, non-political, non-sectarian, non-institutional basis.

Upon becoming conversant with the recreation needs of each community it is the aim of the superintendent to cooperate with the school authorities, with the courts, health departments and all existing agencies which may be functioning in each local community.

Westchester County may now boast of unusual opportunities for County "get-togethers" in games, sports and recreation, this in turn providing the desired use of the Westchester County Parks. Such events are to be included in the County Recreation Plan and should attract country-wide attention to progressive Westchester.

A Correspondence Course in Recreation

The University of North Carolina, under the leadership of Professor Harold W. Meyer of the School of Public Welfare, is conducting a correspondence course in community play and recreation. Forty-two students are taking the courses which are resulting, as Professor Meyer has found by going into a number of the communities, in a splendid type of volunteer leadership.

The course is valued at half a unit and is given in sixteen correspondence lessons. These lessons are equal to two regular class periods. The same course is offered in the regular session of the college as a half credit course during the spring semester. It is also a part of the summer session, and a large number of teachers are availing themselves of this opportunity for studying the play movement.

The following topics form the course:

1. General discussion and definitions
2. Bibliography and study materials
3. Fundamental instincts in play—Hunting and Fighting plays.
4. Separation versus concentration, and sex differences in play
5. Some values in play—physical, play and education, moral growth and social values
6. The play movement—its stages
7. The play movement—its transitions
8. Correlating and coordinating play and some playground suggestions
9. The playground—general plans and equipment
10. Games—how to teach them and game analysis
11. Organizing the community for recreation
12. Special day programs—holidays, their divisions and their work
13. General recreation—play festivals, field days, folk dances and athletic contests
14. General recreation—education activities, entertainment activities, club activities, general forms of community recreation
15. Play and our changing civilization, Play and democracy, the pursuit of the ideal
16. Examination

Lessons are sent to the student and a number of questions are attached to each lesson. The main text followed is Dr. Gulick's *Philosophy of Play; The Play Movement,* by Rainwater; the books of Joseph Lee, George E. Johnson, Henry S. Curtis, and the bulletins issued by the Playground and Recreation Association of America.

It is exceedingly encouraging, in view of the needs for play leaders, that so influential a southern educational institution as the University of North Carolina is recognizing full significance of the leisure time movement and is making its study a part of the curriculum.

Anaheim Meets for Lunch

By
Mabel Travis Wood

Many communities have "luncheon clubs," but they are open only to a select few. When Anaheim, California, meets for lunch everybody is welcome—strangers in particular. Every week the big T-shaped table at the Elks' Clubhouse is surrounded by representative citizens, both men and women. People of such varying interests as these may be seen sitting side by side—a Chamber of Commerce man, a public school teacher, a newspaper reporter, a business woman, a minister, a professional man, a housewife. The Mayor and city officials are often present.

The luncheon costs sixty-five cents and is delicious. But the food is a minor consideration. Good fellowship, entertainment and community spirit abound. Anaheim Community Service arranges the luncheons and always has on hand a speaker on some phase of civic improvement or community recreation. New community enterprises are discussed in an informal way, and as nearly everyone has an opinion to add to the discussion, these luncheons take on the aspect of miniature community forums.

The programs usually include musical numbers by the members of the choral section of Community Service or readings by the members of the dramatic section. Local soloists sing and local musicians play, and the luncheons thus do much toward introducing Anaheim to the talent it has in its midst. Anaheim's new civic anthem, chosen as the result of a recent community contest is often sung.

"The child criminal was rare a few years ago. He is a product of the city."

Recreation in a Connecticut Community

The latest gift of Mr. A. F. Rockwell to Bristol, Connecticut, is a beautiful boulevard, now in process of construction. It is as a result of the foresight and vision of Mr. Rockwell, as well as his gifts supplementing the municipal funds, that Bristol also has a magnificent High School building which will cost, when completed, in the neighborhood of a million dollars.

The north wing of the building is a splendid community center in itself. In the basement is an exceptionally fine large gymnasium with a gallery for spectators, lockers, showers, and a sixty-foot swimming pool. Of special interest is the municipal theatre which the building houses. This seats sixteen hundred people and provides a stage equipment equal to that of any professional theatre. There are twenty-two dressing rooms. A special committee in charge of the theatre is responsible for booking theatrical entertainments. Local organizations have the privilege of renting the theatre for amateur performances at a nominal fee of fifty dollars which covers the actual cost. There is, in addition, a group of musicians directing a choral society which is planning to give a series of good concerts and musical events next winter.

In process of construction in front of the building is a seven acre athletic field with a quarter-mile running track, concrete bleachers and complete equipment. At the opposite end of the town from the high school is a baseball field with a large grandstand—the gift of another public spirited citizen, Ex-senator A. J. Muzzy.

This adjoins a beautiful park given the town by Mr. Rockwell. A large artificial lake has been made by damming a mountain stream. There are bath houses, chutes, diving boards and, at one end of the lake, a band stand where Sunday afternoon concerts are given. In winter, the lake is used for skating and tobogganing.

A beautiful pine grove in this park has been turned into an attractive picnic ground with tables, benches, and two large trenches for barbecues. Another lovely spot has been fenced in and fully equipped as a playground for the children. During the summer, activities are carried on under the direction of two play leaders every day in the week, Sundays included. This playground is the special gift and interest of Mrs. Rockwell, who not only gave the equipment and provides for the maintenance and leadership, but who spends a great deal of time on the grounds personally directing the activities of the children.

On the staff of the schools are a man and woman who give their full time to physical education, including games, dancing, swimming and sports both for the school children and for the community at large. Over six hundred men and women are enrolled in the evening swimming and game classes. Two more workers, a man and a woman, will be added to the staff during the coming year and will devote their energies almost exclusively to work in the community.

Happenings in Community Service Cities

A number of interesting facts were brought out at the Northeastern District Conference at Boston about events in Community Service cities.

Community Service of Swampscott, Massachusetts, induced the trustees of a church which had abandoned its old building for a newer one and were anxious to sell the former building to the city, to give the use of this building to Community Service as a demonstration of its value to the city. It was used every night from January first to May first. A neighboring school utilized the building in the morning for physical education. The program proved very popular, and the building has now been taken over by the city for school purposes. Community Service will be permitted to use it every night.

Last year at the big play festival at Swampscott, there were seventeen entries for swimming against four hundred for land sports. And yet nearly everyone had said that the children of the community lived so near to the water that instruction in swimming was unnecessary.

In the outlying districts of Boston, where there is no convenient meeting place for mothers to gather, the hall of the local Fire Department or the out building of some factory has been used by Community Service as places where mothers can come together to be taught to play such games as "Looby Loo." They, in turn, teach the games to their children.

Following the closing of school, Boston Com-

munity Service had a picnic for the mothers and children of Eastern Boston. On the Fourth of July, there was a pageant in this section of the city. In preparation for this event, many churches worked together. The Baptist, Episcopal and Baker Congregational Churches had joint rehearsals in the Congregational Church. The Unitarians and Presbyterians met at another church, and the Norwiegan and Mavery Congregational at a third.

At Middletown, Connecticut, Community Service held a cabaret for which an admission of $1.50 was charged. Tickets were mailed in a stamped return envelope. Six hundred fifty people were present. It was advertised that only Middletown products would be used, and a Middletown orchestra was employed instead of the Hartford orchestra preferred for large occasions. Members of the Community Service board were present and worked hard to make the affair a success. The evening was immensely popular and many people have urged Community Service to repeat it.

Junior Glee Clubs

(*Continued from page 277*)

concerts to the High School for the last six or seven years with splendid results. The principals told us that it increased the interest of the boys in the Glee Club and induced others to join.

"We appeared before several of the clubs such as the Rotary Club, Kiwanis Club and Credit Men's Association, also Chamber of Commerce, and got their moral support. We hope to sing before them at their luncheons after the boys give their concert.

"For the summers we will take the boys out on picnics. We may have a camp for them for two or three weeks where they can spend their vacation. We already have an invitation from one community on one of the islands near Seattle to give a concert.

"We want not only to give these boys a love of better music, but to raise standards vocationally and morally.

"We have received nothing but encouragement from the above mentioned clubs and also from the parents of the boys, who especially realize that it is a most profitable way for their sons to spend an evening and is a counter attraction to the poorer class of moving picture shows and the dance hall.

"It is purely an altruistic movement on the part of the Amphion Society and yet it will form a splendid feeder for them when these boys are ready to graduate into the older society."

Using Music as a Healing Force

(*Continued from page 260*)

Home,' 'When You Look in the Heart of a Rose,' 'Missouri Waltz,' 'Long Long Trail,' 'Mother Machree,' 'Till We Meet Again,' 'Silent Night,' 'Juanita,' and 'A Perfect Day'."

An example of the procedure with the varying groups at Bedford is that used with the Detention Group, composed mostly of women suffering from social diseases. Says the director: "Their selection is of songs like 'Massa Dear,' and I challenge any chorus of so-called normals to surpass this cluster of diseased and miserable Magdalens in their power of emotional and musical expression. These women are also entitled to an explanation of life, of the state, of the family health, beauty and goodness, in order to be equipped with individually protective and socially constructive ideas. Ideas are what they need, ideas by which they may work out their salvation.

"As we sing 'Silent Night,' telling of the birth of the Christ Child, the Eternal Babe, we travel all the way up from the stable of Bethlehem to the hill of Bedford, and discover that every girl is a potential Mary, who might give birth to one of God's own children, and we see how this involves sacred duties of wholesome living, and the selection of a mate capable and worthy of becoming the father of happy and healthy children."

An interesting development at Bedford is the Ladies' Singing Society. Members of this group, comprising twenty per cent of the institution's inmates, are those girls who count it an honor to belong to a ladies'" organization. Ladylike behavior is the only requisite for admittance. Unladylike behavior condemns automatically to self-elimination. Membership is voluntary. Members want to prove that their incarceration so many days, weeks or months ago, was a mistake, or would be a mistake now.

"In order to test the ladies as to their ladylike qualities—for our purpose considered to be great self-restraint and very moderate and delicate self-expression—the vocal exercises of this group consist of the study of lyrical songs of the most re-

(*Continued on page 304*)

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"First it was the Base Ball only; Now we cover the World of Sport"

At the Conventions

The Third National Conference on State Parks attended by one hundred and fifty delegates from twenty-two states, held May 7th, 8th and 9th at Turkey Run State Park, Indiana, heard reports from all parts of the country of a broadening interest in State Parks and a deeper understanding everywhere of the opportunities offered for the use of the leisure time of the people.

The wide-spread use of the automobile has especially emphasized the need for more State Parks. With over twelve million automobiles now in use, great numbers of people seek their recreation beyond city and county limits. Land and water areas with scenic value and recreation opportunities preserved in the form of State Parks are the natural objective points for these tourists.

Other delegates pointed out the monotony of life in our industrial communities and the need for inspiration and recreation that come from contact with forests, flowers and various forms of wild life. The growth of nature study clubs, hiking clubs and similar groups, all point to the need for the immediate acquisition of places suitable for State Park purposes before the natural beauty spots of the nation are claimed by industries.

Delegates were unanimous in their opinion that a nation-wide study should be undertaken in the near future with the object of selecting now the places that have scenic value, recreation facilities and that are easily accessible to large numbers of people and that movements should be started in each state for the acquisition of these places.

This year, as was the case last year, there was some difference of opinion on the use of parks and forests. It was felt by some that parks should be considered for their recreation value and forests for their economic value. Barrington Moore, Secretary of the National Parks Committee, in his address before the conference, said: "Any policy dealing with national and state parks, forests and game refugees, must be, at bottom, a land policy. To be sound, it must rest upon the use of the entire land in the country for the purpose to which each portion of it is best suited in filling the essential needs of the people. These needs include not only the material, measurable ones, food and shelter, but the intangible

spiritual ones which come under the head of recreation. . . . In fact, the recently recognized demand for recreation, particularly outdoor recreation, is increasing so rapidly, as its economic importance comes to be realized, that the lands heretofore set aside as parks do not suffice and the need must be met by utilizing lands primarily used for forest production."

It was generally agreed that the difference between parks and forests was one of terminology and that in America, at least, both offered opportunities for recreation. Major Welch, of New York, seemed to express the sentiment of the conference when he said, in substance, that "lengthy discussions on the difference between forests and game refugees are non-essential; that as citizens we all want the natural beauty spots preserved for the health and recreation of all the people and where we can have their help in rearing our children as good Americans."

The most important business of the conference was the creation of a formal organization. A constitution was adopted. A General Committee consisting of one member from each state was elected. Officers were selected and a financial policy outlined. It is expected that instead of being limited simply to an annual meeting, the National Conference on State Parks will now be known as a permanent, year-round working organization acting as a clearing house for information on State Parks which can be utilized by various states in fostering park plans. The tentative plan calls for the employment of a Field Secretary available to help further the State Park movement.

The following statement of purposes was adopted by the conference:

"The object shall be that our government, local, county, state and national, acquire land and water areas suitable for recreation and preservation of wild life as a form of conservation of our natural resources until eventually there shall be parks, forests and preserves within easy access of all people of our nation; and, also to encourage the interests of non-governmental agencies and individuals in acquiring, maintaining and dedicating for public use similar areas as a means of cementing park interests into a harmonious whole; to provide for a conference and exchange of ideas by an annual meeting of such interests, and the formation of facilities for the exchange of information and ideas between conferences."

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Because of the pressure for time and the apparent urgency of the problems of acquisition of land, little emphasis was placed upon program and leadership. Several delegates expressed the hope that more time in future discussions may be devoted to these important topics. Recreation workers, from their experience in State Parks and Playgrounds, feel very strongly that the acquisition of land is only the beginning; that the leisure time problem is more one of program and leadership than one of land and equipment.

The conference had an excellent example of what an individual interested in a State Park may do. Dr. T. W. Hardison, a young physician in Arkansas, was living near Petit Jean Mountain, a picturesque spot in the Ozarks. There was a danger of this spot being acquired by timber interests. Dr. Hardison, though unacquainted with State Parks and with little knowledge of promoting public projects, interested a few friends in his little town and after raising $800 purchased 80 acres of land on the top of Petit Jean Mountain and presented it to the state

as a nucleus for a State Park. Because of Dr. Hardison's vision and his interest in preserving these recreation opportunities for his fellow citizens, this choice natural park area will be preserved for all time for the health and recreation of the people of Arkansas.

A Round Table Conference on Municipal Recreation was held May 24-25 at Troy, New York, under the observation of the Continuation Field Service of the Playground and Recreation Association of America. The Troy Chamber of Commerce, Women's Club, Board of Education and other local groups cooperated.

Among the subjects discussed were Municipal Organization with emphasis on the values of the Municipal Recreation Commission; Municipal Athletics; Layout and Equipment of Playgrounds; Mass Entertainments; Adult Recreation; Municipal Dramatics and Music; Leadership, and other subjects of vital concern to the group of practical workers from the district who had come together. There were demonstrations of games and swimming and the showing of recreation films. Music was furnished by the high school orchestra.

The workers present were unanimous in feeling that the conference was a source of much practical help.

The American Country Life Association will hold its Sixth Annual Meeting in St. Louis, Missouri, November 8-11, 1923. The main subject of the conference will be *The Rural Home,* and among the topics discussed will be the following:

"Does the present business of agriculture make for a permanent, profitable, and progressive country life?"

"The Home Demonstration work of the Government—What has it done? What more must it do?"

"What are the essentials of maintaining a helpful, wholesome, influential family life on the land?"

"Home culture of the countryside in other nations."

"The woman of the countryside a factor in national affairs."

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The characters are: Doves—Coo-Wee, Sweet Voice, Fleetwing Silver Crest, Wee Gentle, other Doves; Robins-Cock Robin, Scarlet Breast, Sir Robin, Yellow Bill, other Robins; Bluebirds—Sir Bluebird, Sir Truth, Sir Bright Eyes, other Bluebirds and LIBERTY. All the music is comprised of familiar tunes.

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Further information may be secured from Henry Israel, Executive Secretary of the Association, Room 1849, Grand Central Terminal Building, New York City.

An International Town Planning Conference, arranged by the International Garden Cities Town Planning Federation, with headquarters in London, will be held at Gothenburg, Sweden, August 3-10. There will be exhibits of town planning from all parts of the world, and many countries will be represented.

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315 Fourth Avenue New York City

The chief subjects to be discussed are the development of new towns and industrial centers, with special reference to regional planning, the growth of new industries, and the development of railways and water ways.

"On Jacksonville, Fla., playgrounds during one month 8,500 spectators watched 43,345 people play, according to reports of the city playground department."

Book Reviews

THE CHILD AND AMERICA'S FUTURE, by Jay S. Stowell. Published by Council of Women for Home Missions, 156 Fifth Avenue and Missionary Education Movement, 150 Fifth Avenue, New York City. Price $.75 cloth; $.50 paper

Save the child both for the sake of the child himself and of America, is Mr. Stowell's plea in his latest book. The contribution which America has already made to the care of the child, the great importance of a constructive program of health, play, work, education through the public schools and the churches and the accomplishments through these agencies are all outlined vividly. In the final chapter Mr. Stowell sets the goal for which we are working—a healthier and more intelligent America; an America in which every child shall have the opportunity for an intelligent religious training and more abundant opportunity for wholesome recreation, and an America of an international mind.

TRAINING THE JUNIOR CITIZEN, by Nathaniel F. Forsyth. Published by the Abingdon Press, New York

Mr. Forsyth has suggested programs of activities designed not only to interest children but also to educate them and to develop ideals in boys and girls of the pre-adolescent age which will be "carried over immediately into expression and so on into character."

The program as outlined provides for one club meeting a week for eight months for each of the two years. Typical of the subjects taken up at the various meetings are Building Strong Bodies, Helping Others, Our Neighborhood, The Junior Citizen Plays Fair, Serving Our Country. The book also makes suggestions for parties for the celebration of a number of special days.

COMMUNITY BOY LEADERSHIP. A Manual for Scout Executives. Published by the Boy Scouts of America, 200 Fifth Avenue, New York City. Price $2.50

In this book will be found nearly 600 pages of practical suggestions on many and varied subjects. Although intended primarily for Scout leaders, there is much in the subjects taken up which would be of value to any executive. The qualifications of an executive, the community survey, the working organization, the recruiting of leadership, the training program, local and national relationships, local field work, the measuring of results, the publicity program, finance, relationships with other organizations, community service and recreation reading are some of the questions discussed, all of which are taken up in detail. A few quotations from the book follow:

"An organization (especially a volunteer group) is much like a bicycle—stable when going, it totters when it stops."

"A survey is only significant as something is done about it! It should give fruitage in specific plans and improvements."

"It is well for the Executive to keep definitely in mind that there is no publicity so effective as high-quality human service."

"Not only may we 'laugh and grow fat,' it is possible also for us to laugh and grow good."

TENNIS ANNUAL 1923. Spalding's Athletic Library. No. 57R. American Sports Publishing Company, 45 Rose Street, New York City. Price $.25

This very complete manual of more than four hundred pages contains not only the complete records of all championships and Davis cup matches, but supplies information on the laying out and construction of tennis courts including inexpensive back yard courts, the con-

Relieves you of moral and financial responsibility

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duct of tournaments and the duties of officials and even offers suggestions for the etiquette of the spectator. One interesting chapter is devoted to the program of municipal tennis and the place it is occupying in the municipal recreation systems of many cities.

PREPARATION OF SCHOOL GROUNDS FOR PLAY FIELDS AND ATHLETIC EVENTS Physical Education Series No. 1. Department of the Interior, Bureau of Education. Published by Government Printing Office, Washington. Price 5 cents.

In this pamphlet will be found diagrams and suggestions, with space requirements, for the layout of grounds for baseball, basket-ball, American football, field hockey, soccer, tennis, volley ball, bat ball, circle dodge ball, and running track. Suggestions are also offered for equipment for track events, for general equipment and for the layout of a five acre athletic field.

RECENT DEVELOPMENT OF PARENT-TEACHER ASSOCIATIONS, by Ellen C. Lombard, Director of Home Education, Bureau of Education. Published by Government Printing Office, Washington. Price 5 cents.

In this historical study of Parent-Teacher Associations are given many interesting facts regarding the organization and work of the National Congress of Mothers and Parent-Teacher Associations and of local groups affiliated with it. "Many organizations," says the report, "work for the establishment of kindergartens in the schools, for better films, for the health of school children, for better recreational facilities, for libraries in the schools and communities, for Americanization, for thrift—in fact, for the adjustment of the environment to the growing needs of the children in the home, the school and the community."

In addition to the other material it has to offer, the pamphlet contains a list of the publications and recent material issued by the various state groups.

RECENT TENDENCIES IN THE THEATRE—A PROGRAM FOR WOMEN'S CLUBS. By Dougald MacMillan. Volume 2, Number 12. Extension Bulletin. Published by The University Extension Division, University of North Carolina, Chapel Hill, N. C.

Material is presented in this bulletin for fourteen lessons designed to point out a few of the phases of the theatrical activity of the past few years. The lessons fall into an order which seems to show a sort of progression from the older types of dramatic work to the newest of art forms. "No one," says the foreword, "can expect of a course of this sort any tangible practical benefits; the best that can be sought is an understanding, however superficial, of where our theatre, which is a very lively thing just now, is apparently headed."

SOME EXPERIMENTS IN PRE-SCHOOL EDUCATION. By Nina C. Vandewalker. Kindergarten Circular No. 10. Published by the Department of the Interior, Bureau of Education, Washington, D. C. 1923

In this pamphlet are to be found brief descriptions of the experiments in nursery schools which are being worked out a number of cities in this country, based on the experience of the nursery schools of England. The purpose of these schools is to gain a more adequate knowledge of child development during the period of from one and a half to three years of age, before the child enters the Kindergarten.

At the Nursery Schools conducted by the Bureau of Educational Experiments in New York City, a small group of children is in attendance under the leadership of two trained directors. Play periods, sleep, lunch and a brief period of music make up the day's program. The play equipment for both indoor and outdoor play is of a kind to stimulate the children's impulses to activity and experimentations. It includes stairs, slides, swings, a sand-box, see-saw, and large toy blocks.

As the school is intended to serve as a laboratory in which children may be studied, very careful records are kept of the child's physical condition and growth, of his play activity, his increasing power of physical control and emotional reactions.

Using Music As a Healing Force

(Continued on page 296)

fined and elegant, sometimes happy, but also elegiac type.

"For the purpose of using musical activities as endurance exercises we rehearse only one song during one session, and then try to sing it well. This is indeed too much for many of the would-be ladies, who say they will stand for anything but such 'tedious bunk' but others on the contrary persevere in this endurance test, not only on the first occasion, but as long as the course lasts. They are mighty proud of this attainment, sing with great sweetness and precision, and constitute the best behaved, most lady-like group, composed indeed of the best girls in the institution."

The author closes this report, with a suggestion that the engaging of a resident music teacher for corrective institutions would bring about musical activities of a better and more intensive scope.

(To be continued)

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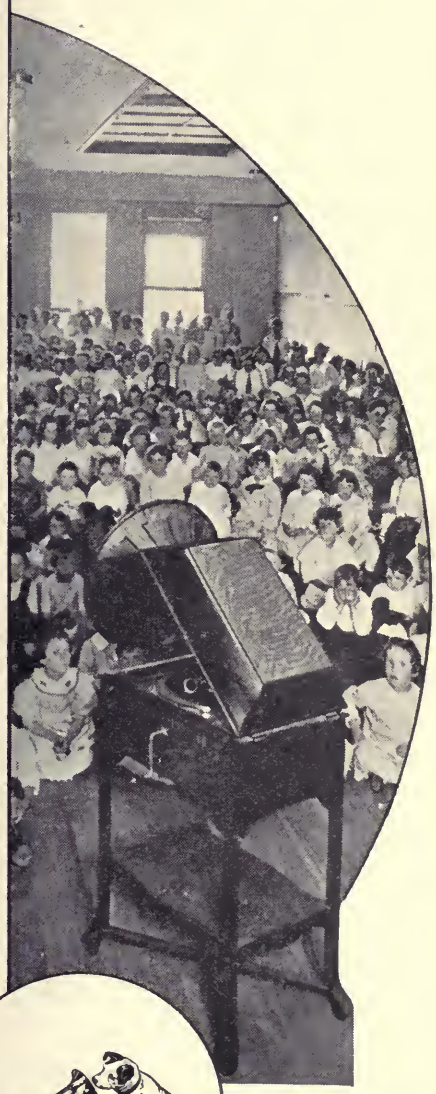

Victor Talking Machine Company,
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The May Day Festival held under the direction of the Recreation Association of Middletown, Ohio, was a great success. Judging by the numbers watching the events it was very popular.

The Playground

Vol. XVII No. 6 SEPTEMBER, 1923

The World at Play

Another Playground Donated.—J. B. Cleveland, of Spartanburg, South Carolina, has deeded to the city a piece of property to be used for a playground. The Cleveland playground was dedicated on May 12, when three hundred children took part in a May Festival and three thousand people gathered to witness the ceremony.

Luther Burbank Gives $5,000 to Further Playground Movement.—The man who produced the edible cactus, the Shasta daisy and the stoneless prune realizes that good or bad environment has its effects upon children as well as upon plants, as was recently proved by his giving $5,000 to equip a new playground in his home city of Santa Rosa, California. Sunshine, care and plenty of play are essential to the proper growth of children, says Luther Burbank. Believing that children can no more get a normal play life in the crowded streets of today than plants can flourish in a cellar, he advocates more community playgrounds.

A Practical Gift.—A very practical service has been rendered by the Kiwanis Club of Morganstown, West Virginia, in presenting to each of the five playgrounds a first aid kit for use in emergencies.

Playground Given to Port Chester.—In Port Chester, N. Y., there is an Italian section where the dark-eyed, sun-browned children spent most of their off moments playing in the streets. One day not long ago the Port Chester Recreation Supervisor and the director of girls' activities at the Hall House Settlement in Bridgeport—visited this section and introduced Looby-Loo and Did You Ever See a Lassie? All the children crowded around to play and fathers and mothers hung out of the tenement windows to watch the fun. One old Italian grandmother ran out and asked if she might join in the game and when the leaders acquiesced she played with as must zest as any of her grandchildren. When the time came to say "good-bye" little hands clutched at the play ladies' skirts and the children begged the visitors to return some time.

Today there is great happiness in this district for, as a result of this play party, Port Chester's favorite picnic spot, Purdy's Grove, which is owned by former Congressman William Ryan, has been turned over by him for a playground to the children of the section.

Progress in Physical Education Legislation.—Physical education in all the schools of Wisconsin has become compulsory under a law made effective on June 27 by the signature of Governor Blaine. The law requires that at least two and a half hours each week, exclusive of daily rest periods, shall be devoted to physical education for all pupils above kindergarten grade. It also requires that physical education be included in all courses taught in the County Teachers' Training Schools. A state supervisor of physical education will be appointed to take charge of the work.

The National Physical Education Service conducted by the Playground and Recreation Association of America reports that thirty-two states now require physical education as a regular part of the school program. The following states have enacted laws during the past six months: Iowa, Minnesota, Ohio, Tennessee and Wisconsin.

Just by Way of Friendly Competition!—Local pride was stirred by the recent announcement of the increased number of badges sent out in the past twelve months by the Playground and Recreation Association of Amer-

ica to boys and girls passing the athletic badge tests. Dr. Burdick, of the Public Athletic League of Baltimore, writes that in 1921 the record of badges won throughout the state of Maryland, outside of Baltimore, is as follows: 1,707 boys' and 3,017 girls' badges. In 1922, 2,329 boys and 3,301 girls carried off laurels.

The Public Athletic League is certainly to be congratulated on this increase. Is there another state that can show as good a record as Maryland?

Records of Playground and Recreation Association of America show that the athletic badge tests of the Association are being used in Mexico, Africa, Canada, Esthonia, and the territories of Hawaii and Alaska.

Health Education Pamphlets.—The Bureau of Education of the Department of the Interior, Washington, D. C., has issued a Health Education Series of twelve bulletins which are of special interest to teachers. These may be secured from the Government Printing Office at fifty cents. A second series of four bulletins has to do with School Health Studies, while a third series, known as Physical Education Series, consists of two bulletins, *The Preparation of School Grounds for Play Fields* and *Athletic Events* and *the Athletic Badge Tests for Boys and Girls.* Two posters, *Right Height and Weight for Boys and Right Height and Weight for Girls,* may also be secured.

Single copies of any of these bulletins may be secured free of charge upon request addressed to the Bureau of Education. Material in quantity may be secured from the Superintendent of Documents, Government Printing Office.

A New Game.—A new game, known as Mankin Ball, has originated on the Houston playgrounds.

Mankin Ball, according to the Supervisor of Play of the Recreation and Community Service Association, requires five players and is played with four paddles or bats and a tether ball on a string twelve feet long. The twirler stands in the center of a circle having a radius of twelve feet, and the other players stand at equal distances on the circumference of the circle. When the twirler gives the word and swings the ball, each tries to hit it as it passes him. The one hitting the ball three times in succession wins the game and becomes the twirler of the next game. A player hitting the string twice in succession or missing the ball before the word is given is out of the game.

A New Suggestion for Securing Playground Funds.—A citizen of Newark, who is much concerned because of the lack of sufficient playgrounds and the danger which the children of the city are running by playing in the street, in a letter to the *Newark Evening News,* makes the following suggestion:

"To get more playgrounds so we can keep our children out of the way of the 'leading cause' of their danger (the automobile), I would suggest that every organization that has the welfare of children at heart get behind a movement to give part of all money collected for automobile licenses toward providing playgrounds in first-class cities, as these are the cities where the most danger prevails. If a small part of each license fee were given cities it would give a sufficient amount without increasing taxation."

Playgrounds in the Original Plan.—From Mayfield, California, comes word that the Tichenor Realty Company, in opening up a new residence development, set apart land for parks and a children's playground. Before the site real estate office was completed, the playground was equipped and nearly five thousand dollars worth of trees and shrubs planted by a landscape gardener.

An Old New York Landmark Now a Playground.—One of Old New York's landmarks and the former homestead of one of the wealthiest of the Knickerbocker families is now serving as a playground for the protegees of the New York Hospital, the back door of which is across the street from the homestead.

For twenty years the Van Buren house, built about 1855, has stood silent and boarded up under its green trees in a neighborhood of shops. Four summers ago, the Van Buren-Springler estate gave permission to the Parks and Playgrounds Association to turn the yard into a vacation center for children. About a hundred boys and girls, none of them more than fifteen, and many mothers with babies,

use the yard all day long. There are free games, swings, slides and a merry-go-round. The Parks and Playgrounds Association provides leadership.

The children register for the playground through the Social Service Bureau of the New York Hospital, where many of them have attended the clinic during the year.

Kenosha, Wisconsin, Playground Season Opens with Enthusiasm.—Three playgrounds, attended by 1,400 children, marked the opening day of Kenosha's playgrounds. Not only children but also interested parents were present at all three grounds and a general "acquaintanceship" party took place. The children became acquainted not only with one another but with the various types of playground apparatus installed and a number of new games, and each one chose what handicraft article he or she would make during the summer. An official city horseshoe pitching league has also recently been organized, which boasts of 31 members and unbounded enthusiasm at the start.

An Industrial Plant Provides for Its Employees.—Increasingly industrial plants are setting aside land for recreational purposes. Dr. C. L. Ferguson, Medical Director of the Selby Shoe Company, Portsmouth, Ohio, has written:

"Recently I was appointed on a committee to make plans for establishing an industrial park or playground on a sixty-acre tract of land along the Ohio River. This ground was bought by the company solely for the purpose of furnishing a playground or camping site for the employees. On the grounds there is a cottage, and this is occupied by the caretaker and his family. There is a pavilion, baseball diamond, tennis courts, facilities for volley ball and also benches and swings."

A Year's Recreation in Winston-Salem.—The annual report of the Department of Parks and Playgrounds of the city of Winston-Salem, North Carolina, shows encouraging progress. The department feels keenly its responsibility for the employed population of the city. A number of industrial baseball leagues have been organized and recreation is being fostered in the factories.

Each playground has a hiking club, with Saturday afternoon outings by groups who come together once during the season for a hike and a program of games. A Sunday School league, basketball league, and tennis tournament are popular parts of the program.

The department took advantage of the heavy snow fall last winter to provide places for sliding. Four long hills were blocked and supervised for the white population and two for the colored.

The work was extended out into the community through assistance given Sunday Schools and other local groups in their recreational program. Swimming was taught boys and girls at the Children's Home.

Playgrounds in Albany, New York.—Twenty-five years ago, the Mothers' Club of Albany, New York, started a playground, with twelve children in attendance. Today there are eight playgrounds and last summer forty thousand children were in attendance.

The Mothers' Club, which is still maintaining the playgrounds, is not, however, content to rest on its laurels. "More playgrounds and winter recreation centers are a public necessity," says Miss Jean McElwee, Chairman of the Playgrounds Committee of the Club. "No modern city can afford to be without playgrounds and we should have recreation work not limited to two months, but for all the year, and play centers where older people can play in the evening."

No Buildings Wanted.—At the most largely attended open forum ever held in Rahway, N. J., citizens protested against the purchase of a certain plot of ground as the site for a city hall, but expressed themselves strongly in favor of expending $37,000 for the same property for park purposes. The ordinance making this possible was immediately passed, and the city hall can never be erected on this site unless the majority of the voters of Rahway so desire.

The instance in Rahway is indicative of the increasing desire on the part of people everywhere to conserve open spaces for recreation.

Once a Cemetery, Now a Playground.—From Charleston, South Carolina, comes the news that an old cemetery has been made available for use as a playground, through the action of the trustees representing an old African society which went out of existence

many years ago. Funds for equipping the ground will be raised by the Council of Colored Women, and the playground will be turned over to the city Playground Commission for supervision.

More Playgrounds for New York.—The Bureau of Recreation of the Department of Parks, New York City, announces the opening of a number of additional park playgrounds, recreation piers and gymnasiums during July, August and September. The fact that last year 477 fatal accidents occurred to children under sixteen years of age, 50 of them in Manhattan alone, during July and August, has influenced the park department in reaching this decision. Activities of all kinds, including tennis tournaments have been arranged.

Through the courtesy of Kirkman's Soap Company and the New York Tuberculosis Association, moving pictures will be shown at a number of playgrounds.

How One Neighborhood Got Its Playground.—The Mayor of East Cleveland, Ohio, couldn't see how the city could provide a playground in a section where it was badly needed. But the mothers of the neighborhood weren't discouraged. They formed a committee, secured the consent of an owner of a vacant lot to turn it over for the use of the district, and started a neighborhood campaign for funds. More than six hundred contributions in dimes, quarters and dollars poured in.

At this stage, the men were called in and volunteers with shovels did their part. A grandstand was built, apparatus ordered, and flowers planted. Now the playground is in full swing.

The Portable Bath in Industrial Plants.—At the 1922 meeting of the American Association for Promoting Hygiene and Public Baths, Mr. Oregon Milton Dennis, of the Baltimore Bath Commission, described a portable bath for use in industrial plants, which would utilize waste warm water which every plant has, conveying it at small cost to the portable.

Mr. Dennis described the portable as follows. On a floor space 18′ x 18′ erect a building with six bath cabins, with possible enlargement to meet requirements. Along the aisle can be placed any number of wash basins for those wanting to wash their faces and hands. The cost of this portable is about $1,500 or $1,800.

The portable street shower in use in Baltimore consists merely of T-shaped piping with a base or standard to keep it erect, the arms having the ordinary circular lawn sprinkler placed at the end of the T-base. The water is supplied from the fire plug with an ordinary reducer, which gives it a tremendous radius and flow.

Water Supply for Swimming Pools.—Recreation authorities responsible for the planning of swimming pools will be interested in the comprehensive pamphlet entitled *Water Supply for Swimming Pools,* with data on design, construction and operation, issued by the Graver Corporation, East Chicago, Indiana. Several plans for swimming pools are given, with details showing equipment for refiltrating and sterilizing the water supply.

A Private Play Room.—Miss Frances McGough, for many years Supervisor of Play for Small Children on the Pittsburgh Playgrounds, has opened a private play room in Dormont, a suburb of Pittsburgh.

For a Closing Festival.—Mrs. Charles Long, of Wilkes-Barre, Pennsylvania, has written a simple pantomime, using large numbers of people, which a number of directors have found useful for an exhibition on festival day at the close of the summer playground season. Mrs. Long will be glad to supply details.

Little Theatre Plays.—Among the plays produced at the Little Theatre Tournament promoted last spring by the New York Drama League were the following:

The Rut, by Sara Sherman Pryor; *The Trysting Place,* by Booth Tarkington; *Boccaccio's Untold Tales,* by Harry Kemp; *The Revolt of the Mummies,* by Theodore Pratt; *None Are So Blind,* by Mark Hollinger; *Under Conviction,* by J. Milnor Dorey; *A Thousand Generations and One,* by Evelyn E. Keays; *Thursday Evening,* by Christopher Morley; *The Crow's Nest,* by William Manley; *Simon's Hour,* by James Branch Cabell; *The Clock,* by Robert Courtney; *The Man Who Married a Dumb Wife,* by Anatol France; *The Little Stone House,* by George Calderon; *Will o' the Wisp,* by Doris Halman; *Torches,* by Kenneth Raisbeck; *The Pot Boiler,*

by Alice Gerstenberg; *Three Pills in a Bottle,* by Rachel Lyman Field; the *Monkey's Paw,* by W. W. Jacobs; *The Mistletoe Bough,* by Dorothy Stockbridge; *Not in the Lessons,* by Mark O'Dea.

Expanding Usefulness. — Robert Garrett, President of the Playground-Athletic League of Maryland and also a member of the Board of Directors of the Playground and Recreation Association of America, recently wrote in the Baltimore *Sun* of the growth of the work of the Playground-Athletic League. During 1922, 1,708,795 individuals attended the League's activities. Health service, to build up physical fitness, was provided for 21,059 boys and girls. About 25,000 boys and girls play in the League's 2,416 organized teams.

Mr. Garrett says: "Taxes are levied for schools to teach 'social efficiency'; they will be levied for this new type of play to prepare the boys and girls for future citizenship. The allegiance of the girl to her dodge ball team, the fealty of the boy to his soccer group is the same devotion that must be given by each to the municipality and commonwealth. Loyalty to the city and state comes only as one is loyal to his home and neighborhood, and this is most easily learned as the boy represents his group and a continually enlarged one as he becomes more efficient. Traditions and high ideals have been taught to hundreds of thousands of participants and those whom they represent.

"The League conducts its activities in the public parks, public schools, in churches, institutions, private schools and clubs of Baltimore and the counties of Maryland. It operates the Recreation Pier, Catonsville Country Club, 24 women's and girls' clubs. Its director is advisory director of physical education of the Baltimore public schools and supervisor of physical education of the state schools, and in this way the league is directing the extra school activities of the school children of Maryland.

"The democracy of America is best learned in the child's play as he develops skill in control of his body and of himself in the instinctive plays of childhood. The new program of 100 square feet per child for play space adjacent to the schools eventually may solve the problem, but the 17 square feet now available must be supplemented by roped streets, new play spaces and further development of parks if our children are to have their rights preserved and are to become well disciplined, useful citizens later on.

"Its task is immense, but it has faith that the community will increasingly give its support as the needs and aims become clearer."

Film Makes Plea for Play.—Sometimes the best argument for a given cause is something that was not intended to serve that purpose. That is the case with a new motion picture film, "Penrod and Sam." When this picture was recently seen by representatives of the leading national social work organizations, the discussion concerning its merits brought forth the point that it showed the craving of the boy for play. That message "got across" more potently for the reason that the film had been produced not as recreation propaganda, but purely as an amusing and compelling story, which it assuredly is.

The dramatic action of the film centers around what is virtually the playground of Penrod Schofield. One of the subtitles enunciates a good leisure-time doctrine while stressing the importance of this playground, as follows: "Any neighborhood without its vacant lot is a mighty mean old place for boys. But here was a lot right next door, which Penrod's father owned. Naturally, however, not half as much as Penrod did."

The film ought to remind parents and adults in general of their own craving for play in their childhood and should lead them to gratify that craving in their own children and among the other youngsters of their communities. The film should cause them to reflect that play, with leadership, will bring even greater pleasure and lasting benefit to children than their own unaided pastimes, especially if the spontaneity and ingenuity, as shown by Penrod and his companions, is retained in the organized effort.

Pioneer Pageant of the Northwest.—Pageants in which a number of counties participate are becoming increasingly prominent. State-wide pageants are not infrequent, but the action of three states—Washington, Oregon and Idaho—in uniting for a mammoth pageant portraying the history of that section of the country represents a somewhat new develop-

ment in pageantry.

How the West Was Won was the subject of this pioneer pageant written by Dr. S. B. L. Penrose, President of Whitman College, and produced at Walla Walla, Washington, June 6 and 7 in a vast natural amphitheater in the Walla Walla valley.

The depth of the fore-stage was two hundred feet, its width five hundred feet. The field of action from east to west covered five-eighths of a mile. There were 2,200 participants and thousands of spectators. Many of the actors were the sons and daughters and grandchildren of the early settlers themselves. Several hundred descendants of the famous Indian chiefs were seen in this vivid portrayal in the scenes of by-gone days.

No Accidents in Highland Park This Fourth of July.—The 65,000 inhabitants of Highland Park, Michigan, went through July 4, 1923, without one casualty. This achievement was due to the combined efforts of the Women's Club who suggested an ordinance prohibiting the sale and use of fireworks, the Council who passed the ordinance, the Highland Park Recreation Commission who provided a celebration in the form of a pageant, "The Gift of Light," and finally, to the thirty-three community organizations which cooperated.

Representatives of thirty-three nationalities participated, many of them in their native costume. It was estimated that ten thousand people witnessed the pageant in which approximately fifteen hundred took part.

Preceding the pageant there was a parade, the largest in the history of the city, in which business interests of the city were represented. The use of a large number of motor trucks for floats was contributed.

Open Air Movies in New Haven.—Open air movies were a popular feature of the Community Service program in New Haven. Pictures were shown in the streets and in the parks without charge to those viewing them. Twelve neighborhoods were visited during the course of the summer.

As soon as the Community Service workers arrived in the neighborhood, a host of men and boys would appear to put the machine in place, erect the screen and make all necessary equipment. The cooperation of the Police Department and the Park Department, and of the Pathé Film Exchange, made possible the showing of the pictures.

A Worth While Get-Together.—A community organization get-together is one of the latest activities at the Houston, Texas, Recreation and Community Service. Over eighty people who for years have been interested in community and civic work, together with the officers of the Houston Recreation and Community Service, teachers and members of the Parent-Teacher Association were the guests at the Glen Brook country club of Miss Florence Sterling, chairman of the community organization committee of the Association. There were discussions of community needs and of plans and developments. Reports were given by the committee chairmen having to do with community dramatics, community athletics, physical education and play, and community music. *Happier Homes, More Neighborly Neighborhoods,* and a *Greater and More Beautiful Houston* were also topics of discussion.

More and more get-together events of this kind are everywhere furthering the community recreation movement and are making possible more vital community cooperation and relationships.

A Community Birthday Party.—Wabash, Indiana, recently celebrated its eighty-ninth birthday, with more than two thousand people taking part in the celebration. A very important feature of the party was the birthday cake, ten feet long and sixteen feet wide, made up of small cakes contributed by the women of the community and covered with an icing made of a hundred pounds of sugar. Each community organization made a contribution to the program in the form of music, a tableau, or some feature depicting the history of the town.

Playgrounds in a Fourth of July Celebration.—Miss Margaret Leighton, Executive Secretary of Community Service, Clearfield, Pa., writes enthusiastically of the participation of the playgrounds of Clearfield in the Fourth of July parade.

"We had six cars in the parade and took the third prize, which is a loving cup of the proper dimensions of grandeur. This year we had

decided—that is, the four playground supervisors, the new chairman of the committee and I—that it would be fine to have a float for each playground. The ward chairmen of two sections took the lead, and their floats were 'sure-enough' playgrounds. One had a bathing pool and slide leading into it full of children in bathing suits. The other was a huge affair, very much built out with all of the following equipment in operation: a giant stride, a see-saw, a slide and a sand box.

"The other two were more artistic. One was a merry-go-round with chariots and hobby horses and a great umbrella in the middle with festoons of roses. The prize winner was done in rainbow colors with a rainbow from end to end and about twenty little girls in rainbow dresses. All the trucks and the services of the drivers were donated. Every playground float had two banners with its name, and the supervisor rode with the chairman in his car."

Valdosta's Play Festival.—It was cause for great rejoicing in Valdosta, Georgia, that the rain which had been falling for two weeks suddenly stopped on the day set for the play festival arranged by Community Service.

All the activities of the festival centered about the court of Miss Summertime who, with her courtiers, court ladies, heralds, train bearers and flower girls, proceeded in an effective processional to her audience room on the steps and porch of the court house. Here she viewed the folk dances, games, doll carriage parade, stilt walking contest, kiddie kar race, tire rolling contest, flag drill and other activities with which her subjects sought to entertain her "Royal Highness."

Portsmouth's 300th Birthday.—Portsmouth, New Hampshire, celebrated its 300th anniversary with a five-day program extending from August 19-23. The chief events were an elaborate pageant given on three evenings and one afternoon. On Sunday, August 19, the opening day, there were sacred concerts and a historical address at the Pines, a scenic spot selected for the major activities. Funds for the celebration were appropriated by the state, the city, and by public subscription.

A Notable Industrial Band.—The American Rolling Mills Company of Middletown, Ohio, has been previously mentioned in THE PLAYGROUND for doing much to provide recreation of a high type for the employees of the plant and for the community at large.

The "Armco" band is making an enviable record for itself. Composed of employees of the company, in the two brief years of its history it has been heard by three different kinds of audiences—those before whom it appears weekly in open air concerts during the summer, radio audiences, and through music records, a number of selections having been recorded by the Gennett Record Company.

The extraordinary results secured by this band of sixty pieces is due, to a large degree, to the high ideals of its leader, Frank Simon, at one time connected with Sousa's band, who is now devoting his talents to making one of the best bands of the country from the raw material of unprofessional musicians with whom he, himself, started.

Playing at Camping.—The Park Department of Wilmington, Delaware, through the local Community Service group of that city, cooperated last summer in a "day at camp" plan, the purpose of which was to take the children of the various playgrounds and have them spend a day away from the city in an atmosphere as much like camp as possible.

The playground at Hagley was selected as camp site, and the children were taken there in trucks loaned by local business men. Story-telling, swimming, games, instruction in building camp fires and other camp activities made up the program.

Houston Dedicates Outdoor Theatre to Music.—Cowen's *The Rose Maiden* served to dedicate to music the Miller Outdoor Theatre at Herman Park in Houston, Texas. The performance was under the auspices of the Houston Recreation and Community Service Association, represented by its musical director, W. R. Waghorne, who conducted the concert. The nucleus of the chorus was a small choral group, which was expanded through appeals to choir directors from the Mayor and the music committee of the Recreation Association. With the exception of a few instruments, a complete symphony orchestra was also assembled.

Civic Anthem for Wilmington, Delaware.—A municipal anthem is now possessed by Wilmington, Delaware, as the result of a prize contest conducted by the Music Commission with Mrs. Marie H. Haughey as special chairman. The prize-winning text was written by Mrs. Christina Howes Hadcock and the award for the setting went to T. Leslie Carpenter. The song is entitled *Hail Wilmington.* The anthem, which was adopted by the Mayor and Council as the city song, was introduced during the music week and is being used by such organizations as the Kiwanis and Rotary and by various conventions. The Board of Education has introduced it through the system as a part of the regular school work. The anthem was also presented under the baton of the composer in the concert of the Orpheus Club which was directed by Ralph Kinder, the principal judge in the prize competition.

Detroit Choruses in Inter-Racial Concert.—Music is being used effectively as a citizenship medium by the Detroit League of Male Choruses as exemplified by a recent program under the auspices of the Department of Recreation. After a number by the Detroit Philharmonic Orchestra *The Star-Spangled Banner* was sung by the combined chorus under Charles Frederick Morse. Then followed offerings by Russian, Danish, Cornubian, Polish and Finnish choruses, together with an Italian solo number and numbers by a Polish orchestra. The choruses united in *Home Sweet Home* as a choral finale.

Colored Chorus Sings for Church Synod.—As a result of the issuing by Community Service of a bulletin on *Music Composed by Negroes,* a chorus of colored people was recently formed in Hickory, North Carolina, to sing for the general Synod of the Reformed Church. The organization of the chorus was effected by W. J. Shuford, the president of Hickory Community Service. Under the leadership of a member of their own race, Jasper Cherry, from one of the nearby towns, these singers performed the following numbers: *Lift Every Voice and Sing* (a national anthem), *Roll, Jordan, Roll, Swing Low, Sweet Chariot, Standing in the Need of Prayer, When Jesus Came Into My Heart* and *Lord, I Want to be a Christian.*

California Business Men Adopt Boys' Band.—In cooperation with the Board of Education, Glendale Community Service has organized a boys' band in that California city. Howard E. Cavanah has volunteered to conduct the band and there will be no fee for membership. In accordance with a plan followed by business men's groups in various cities, the Exchange Club of Glendale California, has decided to adopt the boys' band. The club members decided to become big brothers to the band because of its possibilities for civic progress.

Chicago Playground Music Groups Join in Festival.—The fourth annual festival given by the combined music organizations of the West Chicago Playgrounds in Chicago, Ill., was recently heard on the municipal pier. The chorus of 300 children and the orchestra of 115 were made up of groups coming from six different units; namely, those from Dvorak, Eckhart, Holstein, Pulaski, Shedd and Stanford parks. About 3,000 persons heard the concert with great pleasure. The only offering which did not find favor was that of two popular songs played by the orchestra. It was the first time that popular music had been introduced in these concerts and the experiment was not successful. L. R. Decker directed several joint choral and orchestral numbers and L. W. Groom conducted separate choral numbers. This park group also has the first and only park boys' band in Chicago—organized by Christian F. Wiehe, president of the Board.

Boys' Band Heard in Elmira Park.—As a part of the music week in Elmira, New York, The Elmira Community Service Boys' Band gave a concert at Brand Park under the direction of Frank E. Hauver. The choir of the Ukrainian Church, under the direction of Eugene Koralishin, also gave varied numbers.

Anniversary of Adirondack Mountain Club.—The Adirondack Mountain Club in April completed its first year. Formed to further the interests of hiking, mountaineering and conservation in the Adirondacks, the Club has been able to bind together individuals and organizations with a common interest. One hundred and thirty-five miles of trail slanting

across the Adirondack area from Northville to Lake Placid is marked throughout its length with blue Adk. M. C. markers. Five club shelters are on the trail.

An information bureau on all phases of outing use of the mountains is maintained at the Club headquarters, 93 State Street, Albany, New York. The nucleus of a library and a photograph album from which prints may be ordered or to which views of especial interest or beauty may be sent are among the organization's activities in its work for "more and better trails and camps" and "more and better campers."

Thousands of Playgrounds for Rumania.—Mr. Lewis W. Riess, of the Y. M. C. A. in Czecho-Slovakia, who is keeping us informed regarding recreational developments in Czecho-Slovakia, writes that of the fifteen local Y. M. C. A. branches in Czecho-Slovakia, twelve have playgrounds. Further, he states that in Rumania plans are on foot to have 5,000 playgrounds. About 1,180 of them are now well on their way to completion and nearly all of them have community houses.

Progress in Warsaw.—Clarinda Richards, Field Secretary of the Playground and Recreation Association of America, who has been on leave of absence with the Society of Friends in Poland, has recently been inspecting the playgrounds in Warsaw at the request of the Junior American Red Cross. The Warsaw playground is a new municipal playground. The Junior Red Cross helped substantially, however, in the equipment of this ground.

Across the Water.—Mrs. Alice Ingersoll Thornton, Assistant European director of the Junior American Red Cross, who has been very closely associated with the playground work of the Red Cross in Europe, writes:

"During the last three years you have shown a kindly interest in the playground work of the Junior American Red Cross in Europe, and several times published articles written by our playground workers. We have very much appreciated this encouraging assistance, as well as the playground material which you have kindly sent us from time to time.

"You may be interested to know that we have sent your playground pamphlets to all of our field workers throughout Europe and that they are being used as the basis for playground work in Jugo-Slavia, Rumania, Belgium, France, Italy and Poland at the present time. We have also assisted with playground organization in the schools of Vienna, but of course the playground idea was not new in that country."

Law—Not War.—Communities in thirty-five states arranged meetings to demand *Law—Not War,* on July twenty-eighth and twenty-ninth, at the suggestion of the National Council for Prevention of War, 532 Seventeenth Street, N. W., Washington, D. C. Major-General John F. O'Ryan has said: "The American people can end war in our time if they get on the job."

Speaking at Lund, Utah, June twenty-eighth, President Harding said:

"When you stop to think that, when divided up, 85 per cent of American taxes, 85 per cent of the enormous public fund of which I have been speaking, goes to the expenses and obligations of war and only 15 per cent to the promotion of the ideals and practices of peace, do you not think we ought to play our part, my countrymen, in helping the world to abolish war?

"I want the boys and girls of Utah, as I wish the boys and girls of Ohio and Indiana and every other State in the Union, to grow up believing that their Government has reached a point when, in expressing the aspiration of American people, we will give of our influence and our strength and our power to help the world do those things which will render war less likely to occur among the nations of the earth.

"America is ready to play her part in lifting international relationships to a little higher plane, so that we may put an end to the things that bow humanity in grief and impose burdens on the treasuries of nations which they can ill afford. Let us have a new hope and a new promise and let us be in a position to say to your children and their children that life is not encouraged for the purpose of sacrifice, but for that greater accomplishment which is becoming in the eyes of God Almighty."

On a Sugar Plantation in Hawaii

By Harriet Estelle Roe,
Welfare Worker—Grove Farm,
Lihue, Kauai

"When we goin' to make some fun again?" asked Katherina, Portuguese mother of a large family, but always ready to lend a hand.

"Next Saturday night," I answered. "The girls' club and the boys' club are giving a show together this time."

On this plantation, Grove Farm, most of the laborers live in a pretty village, called Puhi.

The Grove Farm Girls' Club Entertaining Their Friends with Song and Minuet Step in the "Old Fashioned Garden." Many of the More Bashful Men in the Audience Refused to do More Than Look Through the Windows.

The cottages are new and well planned, each with its yard and garden, and the streets are bordered with hedges of hibiscus, which blooms the year round. There is a playground, backed by sugarcane fields which extend to the foot of the mountains several miles away, an amusement hall where movies and entertainments are given, and a smaller building used for home demonstration and kindergarten.

The boys' club is composed mostly of school boys with Japanese parents, and a few sons of Portuguese and Porto Ricans. They were to prepare their own part of the entertainment with the help of their leader, while the girls were to provide the other half of the evening's program.

This time the girls were thrilled with preparations for dramatization of a fairy story *The Princess Muria.* Each day at five o'clock, which was the most convenient hour for the two or three who worked in the fields, they met at the kindergarten room to practice. The last week was filled with costume making, and incidental instruction in sewing. The princess was a Porto Rican, the prince a Japanese girl, the king and queen Portuguese, while the ladies in waiting and the other princes were Korean, Portuguese or Porto Rican.

Saturday afternoon a committee of older boys came to make the ice cream, for it had been decided to add to our funds by selling ice cream cones. We borrowed a large freezer from the Japanese store, bought sugar and milk at the plantation store, while bananas and Chinese oranges were donated. This was a flavoring entirely new to the workers. The committee of girls mixed the ingredients, while the boys did the heavier end of the work. They turned the freezer until it took two men to move the handle, upon which it was considered time to "lick the dasher." This was done with spoons, by the way, and limited to the actual workers, although it was rather disturbing not to be able to give a taste to the fenceful of school children who were watching everything so eagerly.

Story Hour at the Grove Farm Playground, Lihue

"UM! um! too much good!" said the first taster. "Five cents too cheap," he added, as he recalled the price agreed upon for the evening. But it was unalterable, so they carefully packed the freezer and adjourned to the hall to set the stage and decorate. This latter is delightfully easy here, as all we need do is go a short distance to the grove at the edge of the village, there to fill up the Ford with lovely bamboo branches,

while a few armfuls of red hibiscus blossoms add the finishing touch of color.

This was a Nickel Show to raise money for a basketball and athletic supplies, and incidentally to give a little recreation to the community. Twenty-five cents looks big when you are raising a family of six or more on one laborer's wages, so five cents is in keeping with the financial situation. The hall was packed with all varieties from babes in arms to grandparents, of more nationalities than there is time to mention. They were clean, too, which is one difference between a crowd in these islands and in an equally poor group on the mainland. The laborers have bath houses, or bathing facilities at their homes, and they use them, at least on the better grade of plantations.

Hawiian Girls in a Dash During the Field Meet Held in Lihue

The program began with music by the Puhi orchestra of strings, led by a young Hawaiian—Makahaniole. Then followed a negro skit by some Japanese boys. This was interesting, as not one of the boys, and few of the audience had ever seen a negro nor heard one speak, unless on a phonograph. Makeup was the strong point of the play, although their own brand of English served the boys' purpose sufficiently well. Popular language here is of the variety known as "pigeon."

The Princess Muria proved the best dramatic work the girls have yet done. One can really see improvement since those first plays when some of the parents feared to allow their girls to take part in such unknown doings. They were a little suspicious of the *haole* (white) stranger who had come among them and was always doing some unexpected things like holding sociables for everybody, managing dances or dropping into their kitchens and advising them not to feed their children coffee.

The Ceremony of Weighing Babies by the District Nurse in Lihue. The Mothers are Chinese, Japanese, Filipino, Porto Rican and Portugese

A young girl in a bonnet framing her face with flowers, sang "An old-fashioned garden," accompanied by the orchestra. They were a little shaky on the verses, as it was by ear, but they came in strong on the chorus. The King from the play danced a minuet step with the soloist while a chorus of eight girls in old-fashioned bonnets followed them. Just as they were posed all ready to begin and the curtains were about to open, Mary was discovered to be barefooted. "She shamed to tell you she hadn't any shoes," volunteered the next in line. It was no time for words. I remembered having seen a pair of white pumps in the dressingroom, belonging to the King who was now otherwise arrayed. I snatched these shoes and stockings, handed them to Mary who speedily put them on and the curtain opened. Shoes are not necessities here and sometimes children have to wait till they are old enough to earn their own.

Sometimes when our stage entertainment is over, the young men remove the seats and dancing follows, but this time electric lights had just been placed over the court for volleyball and basketball, so the crowd adjourned outside to watch a game. The babies and children soon wearied, so the mothers went home, and only the fans stayed to see the end. Having those lights is proving a great addition to recreation facilities, as a good many hours are spent by the boys in out-of-door fun, where formerly they sat around more or less idly.

On Grove Farm there are more than 150 Filipino laborers, mostly single men. The few

married ones live in the regular cottages, but the bachelors are housed in various ways, a good many in small rooming houses near a community kitchen. There is a Filipino boarding house where meals may be had, but the boys seem to prefer to do their own cooking. We are trying to promote gardening among them, so as to induce a more varied diet, as many are inclined to economize on food and to live too much on rice.

Our Filipinos are boyish, no matter what their age, and they respond heartily to all varieties of sports and recreation. The boarding house has a clubroom for them, with a pool table which is much used, while outside there is a volleyball court, and a place where the boys play *sipa,* a game that consists of kicking a bamboo ball. Once a month they meet with the interpreter to talk over affairs. Many who wish to learn English attend the evening classes in the kindergarten-room.

Sometimes we attempt dances for the Filipinos, in Puhi Hall, but the difficulty is to find girls. With few exceptions the girls of other nationalities will not dance with Filipinos, although in many cases the latter are more intelligent and gentlemanly than the other men who dance. This is partly racial, and partly due to the bad name won for the Filipinos by the early importations when undesirables were often sent over here.

For the first dance that we attempted some time ago, the Filipino boys did the decorating, and made the hall most attractive with arches and sprays of bouganvilia blossoms. They had their own orchestra of six pieces, and at the hour appointed the musicians marched in, took their chairs and almost instantly began to play their highly accented music. The few girls and women that we had been able to secure, with two or three Hawaiian girls had been seated for some time around the room, but now the place seemed full of men and each girl had a waiting line. The fortunate boys who could secure partners were out on the floor forthwith, and the ball was on, before you could collect your senses. Three or four *haole* (white) teachers good-naturedly helped out, and they were amused at the etiquette. After each dance the Filipino took hold of his partner's little finger, led her to a seat, then brought an ice cream cone in his hand, presented it, and walked away. They were very good about letting the other fellows have a chance.

Another time we tried importing Filipino girls from a distant plantation. Autos were hired to bring over twenty, supposedly, but eight Hawaiians appeared, after our boys had had their hopes raised and were there all wonderfully dressed up. Thinking that the girls understood their social duties, we started the orchestra, and the usual rush for partners took place. The first dance passed, then there were mutterings among the girls. It seems that the man who arranged by 'phone for their coming had not made it clear that they were expected to dance with Filipinos. They didn't want to dance with Filipinos! By this time a few Portuguese men had strolled in, and before long the Filipinos were sitting along the wall watching their anticipated partners dancing with outside men. All my efforts to get the girls to dance with our boys seemed only to make them "hu hu," so all we could do was let nature take her course for the rest of the evening.

Game parties are, on the whole, more satisfactory. Last month nearly every Filipino on the place came to the hall, and most of them entered with great zest into the games. The touch ball and dodge ball games were positively tense. No one can jump more lithely and continuously than a Filipino, and the onlookers were in roars of laughter as they cheered the contest on. Pinning tails on a donkey was a new experience to all, and gave the few women a chance to shine. Many helpings of fruit punch and cake, left over from the white people's sociable in Lihue the evening before, did their part toward the general sociability.

Socially the different nationalities do not mix very well. In sports it is different, as merit counts there, and a team is often composed of any combination. They all enjoy a movie together, or any kind of stage performance, and probably that is enough to expect of the adult generation. The school children have less race feeling, and in two or three more generations the so-called melting pot may begin to live up to its name.

Besides the recreational work there are the home interests of cooking classes, sewing, nutrition, and a kindergarten, and other activities as the need arises.

Community Centers in School Buildings*

By Eva W. White

General Director Community Service, Boston

As an illustration of the curious balances of human thought and action, it can be pointed out that in this year 1923, when the mind is sweeping toward tremendous and fundamental issues of world inter-relationship, thinkers everywhere are also coming to two great lines of analysis and of action—first, to the intensive study of group organization and power on a neighborhood basis; and second, to a consideration of what bearing the leisure life has on individual development and on group participation in the structure of society. The facts point to the truth that only as neighborhoods come to function cooperatively with other neighborhoods on a basis of wholesome soundness, intelligence, and vision, can the nation meet the challenge of a better municipal order, and it has been demonstrated that national strength rests on efficient municipal units, within which there must be a strong citizenship.

The Importance of the Neighborhood

Further one must accept the fact that there is a kind of fate that influences the individual according to the neighborhood life which plays about one. The individual becomes embedded into society through the family, the associations of the family, and the reactions of the neighborhood or neighborhoods in which the individual has lived. Fortunate is the child who has been brought up in a neighborhood of good homes where the tone has been high-minded, where thought has been varied and rich in suggestion, altrustic in outlook. The child that is surrounded by the gray sordidness of many a neighborhood, that meets the cramped outlook, that finds little resiliency in thought, starts handicapped indeed.

There are some neighborhoods that give the best to their members, and some that give very little; some that are rich, and though beautiful, have few civic or social assets; some that are well-to-do and fine in spirit; some that have scarcely anything by way of economic resource, and are dull, lethargic, antagonistic, while others, though poor, are resourceful and show strong intellectual possibilities.

Neighborhoods are, in a sense, personifications of people and present similarities of traits of weakness and of strength, and like individuals, have suffered from the lack of opportunity or have profited by every educational and civic means. In other words, there are neighborhoods and neighborhoods, and certain it is that neighborhoods are mighty in their effect on the individual and on the functioning of our national forces.

True as it is that the largest political unit, namely our national government, represents the highest form of cooperative action and influences every small unit in a great degree, nevertheless, history has again and again proved that national strength cannot be gauged by government action, but only by the response of the small units that make up a nation. That is one reason why we have become suspicious of bureaucracy in any form, and why we have come to believe in the influence of ties of locale.

This train of thought has had very much to do with the development of the community center idea as it is before us today. There are still a few writers and speakers who try to persuade us that some extra outside force can pull neighborhoods up by the bootstraps, so to speak, and push them on to the next step of progress. The great majority of social movements, however, have realized that our goal of increased happiness and efficiency can be reached only by the sound development of neighborhood life within the neighborhoods themselves, and that one or two backward neighborhoods in a community may so center the evils of degeneracy as to spread an influence throughout a city to the extent of handicapping what would otherwise be sound. Bryce points this out again and again in his analysis of our municipal organization.

The Beginning of the Community Center Movement

In this country in the 80's a group of social workers began to put into practice the principle that neighborhoods root individual and national effectiveness.

While it was recognized that great truths sprang out of their experience—truths that interpreted the needs and aspirations of people, and

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while there was a high interest point that followed the settlement movement in its early beginnings, it was not until 1906 or 1907 that phases of neighborhood organization were seen to be so significant that they should be embedded in our public scheme of operation, to be supported by the people for the people.

Since that time the development has been relatively rapid. According to the last statistics that are presented by the Playground and Recreation Association of America, 183 cities and towns now have publicly supported community centers opened under leadership, and 152 cities provide for the use of school buildings.

It is probably not surprising that it should have taken fully twenty years from the 80's before the full significance of the neighborhood unit should have been accepted, because it is only within the last twelve or fifteen years that certain subtleties that have to do with the relations of people and the reactions of social codes, have been fully realized. Moreover, the complexity of society has been borne in upon us. We see the individual caught in a network of motives too far off to be followed. We see thousands indifferent to their privileges of participation in government action, because our representative system has become removed from the citizen by too great a degree. Further, our thought has been molded too often by the other person. In a busier and busier world there has not been the time for each one of us to broaden and deepen our thinking through discussion and personal investigation.

In the fields of labor, manufacturing and commerce, we now see that the individual has been submerged under an infinitely intricate mechanism. Initiative, creative power, has been for the few. The many have but to obey directions. We have been, moreover, to perhaps too large an extent, preeminently practical. Only recently has art come to be given an equal place with our national necessities.

The Individual and the Group

Paralleling these national issues, two other lines of thought began to emerge into prominence in the early 1900's, namely, the relation of the individual to the group, and the focus of leisure, free-will-action, under free time. Many of the values of free time are now fully realized, but we are probably just at the beginning of notable developments in group reactions. Intensive studies are being made as to the mental power and emotional life of the individual, as well as the analysis of the relations of the individual to group life from the angle of deep mental impressions and inner reactions.

What is the overtone of the group that is clearly more and sometimes less than the sum of the characteristics that might be arrived at by adding the characteristics of the individuals that compose the group? It is not uncommon, we know, to see a group do that which no single individual would think of doing. Just what the relation of the individual to the group is, and what is the influence of the group on the individual in total, no one knows; but that it is through the group that the individual is woven into the web of society, barring the rare and either social or anti-social hermit type, is certainly true. Further, all that there is in the judgment of one's peers is a dominating influence on individual action. Moreover, it is known that individuals develop a power greater often than they seem to have, under the influence of a group, while strong persons frequently fail because of the minus qualities in a group which should support them.

Group Organization Fundamental to Society

These facts can be drawn from the heart of the experience of group workers. All those who have had to do with boys' and girls' clubs, and who, in various lines of neighborhood and community work, have watched the natural groupings of society, will firmly maintain that group organization is fundamental to a sound society. They will go so far as to say that training in group expression is perhaps the greatest of all educational factors. Certain it is that as group life becomes intelligent and progressive, true leadership is made effective and there open up avenues for the dissemination of knowledge and for the building up of a power of free action which cannot but be predicted as an untold asset.

Through the interplay between individuals on the basis of their ties of association ideas and programs are accepted or rejected, not because of passive acquiescence, but as the result of personal thought. Certain it is that if we are not to have mental retrogression, minds must be exercised like muscles. Group life is an absolute factor in developing the mental fibre of a nation. Group life, moreover, does not present all its values in the intellectual field. Group organization carries with it the full force of friendship and camaraderie. And although this presents a great field of exploration in which those intangible currents of

sympathy and understanding that weld men together cannot be reduced to mathematical formulae, nevertheless, again it must be granted that group organization is essential to a full experience.

Important as the root personal ties of the family are, family life is enriched through the currents of outside association that play through it as the result of the participation of its members in their natural social groups. Without the larger group life there would be a condition of social starvation.

Resting back of the motive of the community center then, is not only the necessity for localizing the range of action of a citizenship on a neighborhood basis, but also the need of enriching all that there is in ties of association.

Finally, as the conception of leisure is broadening and the necessity of more free time is brought forward, the community center becomes more and more essential. Unhesitatingly it can be asserted that the community center movement is one of the most important that any gathering of people can be called upon to consider. A brief survey of its beginnings may be of interest.

The Present Day Recreation Center

It can perhaps be said that the community center, as we find it today, is a composite institution which has grown out of the play movement, the necessity for civic cooperation, and the development of the municipal lecture courses and municipal musical opportunities. It is a far cry from the so-called sand gardens of Boston in 1885 to the all-year-round recreation systems of the present that provide adequate outdoor space and adequate equipment as well as indoor opportunities through such facilities as the field houses in Chicago and the opportunities offered in schoolhouses constructed to meet the recreation needs of pupils and adults. But since 1885 to the present day we have swung through the stages of providing play opportunities for small children for a few weeks, to opening up athletic fields, golf courses, tennis courts; utilizing rivers, lakes, and ocean shore for swimming and boating for the open season. Not only this, but every age is now served not only in spring, summer, and early fall, but throughout the year.

Further, there has been a marked broadening and deepening of the conception of recreation which means considering the inner thought and the necessity of exercising those desires and ambitions which build up public consciousness through participation in civic effort, as well as developing physical vigor. It is now seen that all great movements—economic, social, political—are carried on out of the leisure of the people.

Upon this background, the period between 1905 and 1912 may be said to be the time when the recreation or social center came to be conceived as we find it today. About 1905 many thinkers began to say that there was need of rallying points for local action, and that the recreation movement up to that time had included only a segment of the possibilities in a program which was to meet the needs of the leisure field. Now during 1905 an enlarged system of recreation centers was started in connection with public parks in Chicago, where large areas were set aside, and where buildings were erected in the various sections of the city—buildings which included indoor gymnasiums for both men and women, club rooms, assembly halls, lunch rooms, branch stations of the public library. From year to year Chicago has added to her layout finer parks, more opportunities for varied activities, better field houses, which are larger, more adequate, more beautiful.

Then came in the idea of opening up school houses, not only for concerts, for lectures, and for the meetings arranged by Home and School Associations or groups of citizens, but for a many-sided leisure-time program, with strong civic and social emphasis.

The demonstration that created a decided stir in national thought was that in Rochester, New York, from 1907 to 1909 under the leadership of E. J. Ward. Mr. Ward visited Chicago and other cities, and came to the conclusion that the schoolhouses should be used not only to meet the requirements of the regular school curriculum, but should serve after school hours as the neighborhood social center. His argument was based not only on economy of operation, but also on the fact that the schoolhouse usually taps the center of population—it is accessible. Further, Mr. Ward believed in using the schoolhouse as a community center because of the democratic ideal for which the American schoolhouse stands.

On the side of economy the advantage of using the schoolhouse instead of erecting separate community centers as complete entities in themselves is to be upheld, for with a comparatively small additional outlay, extra features needed to make a recreation center function as it should can be added. The wider use of the school plant now

has come to be accepted and has brought about a revolution in schoolhouse architecture in many cities. Halls with full theatrical possibilities are in the new buildings, well equipped gymnasiums, swimming pools, class rooms with movable, adjustable desks, so that they can be used as club rooms, and with other features which adapt them for recreation center use.

Since 1905 not only has equipment become more adequate, but there has been a deepening of the social and civic program and the principles of management of the center must be carefully analyzed, if one is to appreciate how the full significance of the community center has swung forward and the part it is destined to play in the future. In the first place, the community center movement has, in the main, taken its place as an adult movement. The men and women of the neighborhood organize for civic and social advancement.

Organization and Finance

Before opening a center it is customary to organize an educational campaign. The project is explained to local associations such as the local improvement societies, men's and women's clubs, and church groups. Mass meetings are held. Local papers are asked to carry leading articles, giving the local plans and the general objectives of a center.

As soon as the educational campaign is well under way, a neighborhood association is formed to stand back of the center, and an executive committee of the association is held responsible by the neighborhood for furthering the program which is decided upon.

Now the community center must be financed. We are concerned in the use of school buildings so this question of finance will be mentioned from that angle. In many cities where school buildings are used, the light, heat, and janitor service only are paid for by the School Committee. The persons who are responsible for the management must be paid by funds raised by the neighborhood association. In other cities, for example, in Boston, New York, Washington, funds are appropriated from the tax income to meet the cost of management, as well as to pay for light, heat, and janitor service. Even this system of paying for the cost is seldom adequate, however, and one finds in practically every community center all over the country that extra funds are raised to meet the demand for more instruction, more group leaders, enlarged forum program, and so on. These moneys are sometimes contributed from membership fees paid into the neighborhood association or from a central treasury created by the giving of entertainments and dances. One finds too, much personal service which is given freely and which, if it were paid for, would increase the total budgets of centers markedly. Then, too, many an organization that catches the motive of the center as a centralizing force which has the power of drawing to itself the many diverse interests and objectives which communities develop,—organizations like the Kiwanis Clubs, City Clubs, Chambers of Commerce, Church Associations give of their talent. They often share musicians or lectures and thereby not only add to the resources of a center but do the significant thing of building the center forward as a medium for civic interplay.

It is not the purpose of this paper to stand for one form of financing more than another but only to point out the fact that the community center has become so much appreciated as a civic necessity that people are willing to tax themselves for its support, even though taxes are high, and to go even further by giving to it more money from their own pockets and much time in furthering it. One finds also that whereas in the beginning many a superintendent of schools feared that the money needed for the day schools would be decreased and was therefore not inclined to be enthusiastic, now the community use of school buildings is seen to be so far reaching an educational enterprise that its financial demands are willingly granted.

Leadership

To pass on to another phase,—one of the most important considerations regarding the community center is the question of management. In respect to management we have been through all the arguments as to whether the executive of a system should be a school man if school buildings are used or not, and we have emerged with the opinion that the one great necessity is that the person who guides the work shall be a social engineer—a person who has the power to develop the rare art of keeping people in action; who never superimposes opinion and program on a community, but who stimulates the community to formulate its own desires and to meet its own needs; who has that something that rests in the large, unbiased outlook and is rooted firmly in a belief in folks. Not only the head of a community

center system but every leader should have a philosophy that sees the ultimate unity that comes from the frequent but often minor contract of diverse personal interests and group line-ups. This is essential because the program of a community center is not valuable because it offers activities of such and such a kind but because of the tapestry of individual relationship and community grouping that result. Fortunately in this most statesmanlike field of social work one finds today remarkable persons in charge of community centers who have deep human qualities and carry in their personalities those elements which build them into the right relationship with life.

A Mere Program of Activities Will Not Suffice

As to the program,—the vision that the community center presents in the way of drawing to it individual enlargement of purpose, and individual genius, as well as of building up group power, is so far reaching that a great challenge is presented in the way of developing the activities that are offered. Just a program of activities will not do. In the field of leisure action, one finds curiously an amazing amount of boredom. Misfit is common under free choice as well as under the compulsion of action. One plays at tennis, one does not play tennis. One draws, one does not really draw! A meager range of choice in a program does not permit adaptation to temperamental requirements.

The program of a community center, then, must offer a wide range of choice and of experimentation in choice. Unskilled guidance too, will drive persons away from what might become an energizing enterprise. A badly conducted orchestra will never give to its members that sense of satisfaction which will make them want more. Great artists, of course, cannot serve in centers, but certainly the leaders in centers should be sincere interpreters of that for which they stand. There is serving today in a center in America a man who is not a Bauer, far from it; he is rather a mediocre performer, but music is his life, and from the sheer force of that something which understanding and faith in music gives; orchestras and choruses succeed in doing most creditable work and have a continuing history.

It is not uncommon for forums to spring into existence and to die. Discussion clubs begin and go to pieces, too frequently because the members have talked themselves out, so to speak, and no extra train of thought from a different point of view has been brought before them. Surely since the forum and the discussion club offer perhaps the richest of all educational fields, we must not be content with anything but the best, most liberal and progressive work. If anyone has ever had the privilege of following, over a period of time, results in terms of individual outlook that come from a discussion club where the members meet to think out together some of the baffling economic situations of our time, it will be granted that through this free discussion there develops the true educational aim of related thought more surely than through any other method. No form of educational procedure is more valuable. Therefore real thinkers, men with a message, must be brought before discussion groups. This is not a hard thing to bring about, great as demands are that are made on our well known exponents of thought, because those who are in first rank have caught the values of the center and are willing to give their time.

The community banquets and the community socials which a center carries on refresh a neighborhood. Receptions to public officials bring them face to face with their constituents where something like a close range of appreciation can develop. The community festival brings every race and every citizen to present their best. Through these functions the isolation that can exist in cities is broken down. Families become surrounded by neighborly friendships while in suburban and country areas the townsfolk always have something to look forward to and something for which to work. When adults organize socials for young people, when the adults see that young people have out-of-door opportunities and when young and old share the same, the ages are brought into a relation which is as it should be.

Not only should a center offer a program with some of the values here pointed out, but all ingenuity should be used to see that every provincialism that exists within communities is broken down. If a community is made up of several races, skill in program making should bring the races together. In one center of which I know, current events are given as they relate to the European situation by representatives of the country concerned. This same system also develops international concerts. Further, not long ago the cooperative order of industry was threshed out by the manufacturing interests and an au-

dience of workers. In short, so dynamic and yet subtle should the program of a community center be that the community becomes permeated with its influence and this influence in turn should tend to draw all community interests to itself.

With the opportunity which the community center offers for the development of the creative we should in time get definite contributions to our material for plays, for our music, and for our art expression. Surely the community center movement is fundamental and in accepting the responsibility for assisting in its development school boards are adding much to the effectiveness of their day school education, and are also building upon their efforts in night school instruction because, as the adults of a community are, so, to a great extent, are the children. Attitudes of mind will certainly be granted as greater than facts and adults set very largely those attitudes of mind. Moreover, adult education as adult education gets its test and its final development according to the part that it plays in community civic and social enterprise.

What is the Real Function of the Community Center?

In the life of today, then,—what place is the community center destined to fill? As an avenue for a constant current of information; as a means for developing that individualization of thought and deepening of knowledge which is so much needed, the community center stands as one of the great agencies. It can out-university the university in its power to meet every mind or every level of attainment.

As a means of enlarging the social experience of our peoples by means of the social community programs that are carried out, it stands without a peer. Only last week a reception was held in a community center in an eastern city which was attended by seven different nationalities and by at least three economic groups.

As an instrument through which persons can swing into action to meet local needs and civic and social necessities, it is essential to the operation of our democratic motives.

As a great cultural agency its possibilities are only just dawning on our comprehensions. The very best in every form of art can and should be given by the community center. There is no limit to what can be developed by the dramatic societies, choruses and orchestras.

Finally, as a means for building up a background in the individual life it holds a unique position. Neighbors become neighbors under its influence.

With these statements in mind it may be well to apply a critique because the community center is still young. It is developing; it is not developed. The community center cannot assume to be the only social agency. Although it is destined to be a tremendous force in progress, nevertheless it will not be the one avenue to the next advance. Life does not go that way. Its true friends are not those who claim too much for it or who try to formulate a technique which is dogmatic, crystallized, for the technique of all community work is in the making. Rather are its true friends those who admit that the community center is in its first stages, that it vibrates pretty much to the general level of community consciousness—neither more democratic nor less; neither more altruistic nor less—but who see its inherent values and in the light of those values are alert to build into its principles of organization the truths that develop from every range of community effort and to give it a setting in relation to other social movements.

The community center will not bring about the millenium day after tomorrow; but just as our government centralizes all our action so this function of our city and town administration is destined to be the major coordinating force in community interplay. Therefore, as citizens we must understand its powers; make every effort to win for it statesmanlike and human leadership of the highest order and give to it our full loyalty.

Edward P. Gates, General Secretary, United Society of Christian Endeavor, at the Twenty-Ninth Convention at Des Moines, Iowa, July 4, 1923, in his report stated that the first emphasis in the new campaign is upon loyalty of the young people to the church, the second upon training for service through the activities of the society and the third upon sending the young people into world and community service. "It proposes a program of community recreation. It suggests practical service for the neglected and unfortunate groups of the community."

Bullieve Me!*

By Eleanor Rowland Wembridge

If she is rich and if her suitor comes to call, there are many resources by means of which he may be entertained. He may motor with her, or he may dance. He may be taken to the garden or the billiard room. And always he may be fed. All of these amusements still hold good, even though both the lady and her lover may be dull as well as rich. If conversation flags, there is the Victrola, or ice cream. And there are tickets to the opera, where even the dullest lady may smile sweetly, and where even the most ponderous escort may at least call a taxi, and provide flowers and candy, if not wit.

Moreover, if both lovers are poor, but have intelligence and resource, romance may still flourish. Even though the boarding house has no room for callers, there is the park. Books (borrowed and not bought) may be read, and all the world discussed. An educated though frugal pair of lovers on a bench beneath the bough, with a book of verses and a sandwich, unless they are *too* tired, and *too* worried need little pity from anyone—as many of them will testify.

But suppose the lovers belong to that large group which has no training, no resource, and no vocabulary. Suppose that the Victrola and the matinee are equally unattainable, and that the rooming house affords no privacy for a courting pair. There is still the park bench, but there is no taste for verses. No ability to discuss them, or anything else. It is spring, and there is spring restlessness and a desire for happiness. One working day is over and another looms all too near. They share the human urge to escape to a world of dreams. But how can all this be expressed by lovers who have little imagination, no abstract ideas, and no words?

Have you ever listened to them from a neighboring bench?

"Bullieve me. He wuz some guy. He says 'Hello girls,' he sez, and I sez 'Hello yourself.' And he sez 'Where you going cutie?' and I sez, I aint goin', I've been and got back.' That's what I told him, and you'd oughta seen him. Gee, he looked as though he'd lost his buttons. Bullieve me. I can tell a guy where to get off. 'Just watch my smoke,' I sez. And he sez, 'You've said an earful.' And I sez, 'Bullieve me. You've said it,' I sez."

But eventually the anecdotes are exhausted, and no conventional phrases, however sparkling, were meant to last a whole evening. What next? Never shall I forget the scorn with which one girl answered me when I asked of a certain dull couple of our acquaintance.

"What in the world do they talk about?"

"Talk," snorted she. "They *don't* talk. They *hug!*"

With a country club or the matinee—or without them, if there is some training in social ingenuity—there may be legitimate aids to young people's conversation. But when the occupants of the park bench have exhausted their slender stock of words and ideas, but still have emotions to spare, they indulge in the only activity which occurs to them which they can afford.

Not long ago two young men came to our association office on a delicate quest. With some help from us, the information was extracted from them that they were apparently in search of wives. But how to get them? The girls they met upon the street were tough. The young men worked in a foundry where they saw no women, and their only sources of society, the street, the shop and the boarding house, offered them no chances for safe and sane romance. They were desperate. As a last resort they attacked our office, to be helped to meet some girls—object matrimony. "We even thought," said they, in a last impulse of self-depreciation and apology, "that maybe there were two nice girls in a family way, who would be glad of husbands, even if we haven't much money." Could any Sir Galahads offer more? No cross questions discouraged their persistency. They submitted to examinations of their mentality and their bankbooks. Both were slight but satisfactory. What could any philanthropists do but promise introductions?

Such are the anomalies of human nature, however, that the few girls whom we knew who were indeed in need of honest young husbands, refused even to look at the well-meaning suitors. Like the

* Courtesy of The Survey.

rest of us they hated pity and they showed considerable spirit in refusing even an introduction to men who might have felt that their company was a favor conferred. But some other proteges not in so embarrassing a situation, announced themselves as ready to meet any young men who cared to call. Despite our assumed nonchalance, a sixth sense told them that something interesting was afoot. The club parlor was selected as the place and Thursday evening as the time. Promptly at seventy-thirty the bell rang, and two dumb young men, eager for romance, were presented to a group of girls as eager and as speechless. Had they been rich, there might have been a theatre party or a supper. Had they been resourceful, there might have been parlor games, music, or lively conversation. But they were neither. There was no room for dancing, and no music. Nor was there any desire to dance if there had been, for no girl cared to dance with any but the guests, and these were only two. Silence, utter silence. In desperation, the matron who had considerately left them to themselves for a few minutes, was recalled. Only she could force answers from shy young swains by endless questions, and yet not at the same time invoke the jealousy of the girls by such a monopoly of the conversation. Suffice it to say, that after several calls, by some means or other two of the more determined girls were wearing rings and making preparations for their weddings. How was it done? Surely not by words. And how would it all have ended, had not the club doors been open to them, had not the matron been ready for first aid to the speechless, and had not the character and intentions of the young men been avowed as "honest" before the calls began?

Some weeks ago there fell into our hands a letter whose obscenity was almost past belief. It was written by a young workman to a girl under our guardianship, and since its indecency was so flagrant, it seemed to justify an investigation. The young man responded promptly to our summons, but as he entered the office, even those of us who are somewhat accustomed to inconsistencies in conduct, stared at him in surprise. Instead of a ruffian, there stood a rosy-cheeked boy, carefully dressed in his best clothes for the call, and with his mouth drawn down to a suitable Sunday expression. Fearing lest we had the wrong man, we placed the letter before Mike.

"Did you write it?" we asked.

"Yes, lady, I did," said he. "I hadn't oughta done it, but she was the only girl I had, and she went with another feller."

No other explanation could he give. His girl was a flirt. He was angry with her, and he told her so in the only words he knew.

"What good did you think such a letter would do?" we asked.

"I was mad," he answered simply.

"Where did you hear such words?"

"I work with a steam-fitter all day, just us two. He says those words, so I said 'em.

"Why don't you get another girl, instead of insulting this one?" we inquired.

"Because I don't know any; and I liked that one."

"Do you expect any girl to come back to you after a letter like that?"

"She would if she liked me, but she don't," he said sadly. Silence. Finally after some study of Mike's disconsolate face we ventured:

"Mike, you sound as if you were lonesome, so lonesome that you did not care what you said." Quickly he leaned over the table with the first sign of life in his eyes.

"Lonesome, lady, you've said it. Lonesome is what I am. I don't know anybody else, and I liked that girl." He stalked out of the room with a lingering sidelong glance at his enchantress who sat outside.

Did we imagine it, or was there a flicker of forgiveness in her eyes, as he gazed miserably at her? Had she merely meant to administer a rebuke as preface to a later pardon? Did she really understand, as well as we, that his furious jealousy was a tribute to her hold on him, and that his words were a mere accident due to the fact that he had no legitimate language of emotion? If a man is wretchedly angry, he must express it somehow, and to a woman it must be in words. Since any fine phrases of passion are unknown to him, he must use the only forceful words in his vocabulary. Mike's confused obscenities were an attempt to express a jealousy as overwhelming as Othello's, just as "Shake a leg, chicken" would be his way of saying, "Come into the garden, Maude."

Recently I was honored by an invitation to be a member of a committee to provide instruction for working girls—girls of intelligence but no social training in American ways. Various plans were suggested for filling the gaps in their education, but with the memory of many awkward

(*Continued on page 356*)

Recreation in Central Europe

Mrs. Willoughby Rodman, who has long been associated with the recreation work of Los Angeles, California, and who is traveling through Europe studying the recreation situation, has written most interestingly of the activities which she is seeing.

"In Jugoslavia there is much interest in sports, though organized playgrounds have not developed very far. At Zagreb, the Junior Red Cross is working hard to secure a playground. I went out to several fields where the boys and young men were playing football. The Sokals are more active and have gone further in their recreation life. From Zagreb, I went to Split (Spalato) where I found the interest in a social center quite American. The Mayor of the city, his wife and many leading people were thrilled over the idea of a playground. The city gave a splendid piece of ground. Meetings were held at which I spoke, I conferred with a number of people, wrote articles for the papers, provided some funds and helped in the planning of the grounds.

"Next we went to beautiful Rufusa, where the old city wall is being used for a playground, the Junior Red Cross having provided the equipment. The Women's Club, the Minister of Education, the Sokal leaders and the city authorities are all helping. They hope to have a social center in two rooms. They need only the money.

"There is much enthusiasm in Dalmatia—they have the real idea and will eventually have a recreation system.

"Our next stop was Sarajevo, where they had a big meeting with the Minister of Education, representatives of the mayor, Women's Club and the Sokals. Again I talked on recreation, and while there I went to see the Mayor, who gave two pieces of ground. The Mayor, a Turk, is genuinely interested. I went several times with a committee to look over the ground and plan for its equipment and use. The Sokals, who had just finished a training course, gave a demonstration in our honor. The Boy Scouts and the Girl Scouts, which are strong, flourishing organizations, also gave a demonstration. All these groups need leadership, and everywhere I talked on this subject.

"At Belgrade I went with the Comptroller and Minister of Education to see the splendid piece of ground which had been given. It is well located and will take little to make it useful. I suggested tennis courts and a small children's playground as a beginning. They hope to have it ready in a few weeks. There was much football being played, and there are many large open spaces which might be used for sports. Unfortunately, there is little organization. There are several small grounds where children play with their nurses, and all the parks are used, but there is no leadership. I talked with the king about recreation and he was very much interested.

"In Macedonia I spent five days at Miss Mann's school, where American ideals of recreation are being put into effect. There are walking clubs, football and other sports.

"At Ucles, I found a courageous attempt on the part of an English nurse in a hospital to make a playground for the sick children. At the school at Vragna, of which Miss King and Miss Matherson are in charge, I found much attention paid physical education. The boys and girls showed the effect of it.

"In Jugoslavia I found interesting walking excursions, boys and girls led by their teachers to historic places—*real* pilgrimages. I talked with the teachers in both these schools on the value of recreation and at Monoster, in connection with Miss Mann's school, they are going to use a church as a recreation center. I went with them to see it and suggested a few activities which they might have—dramatic clubs, a library, debating societies, mothers' clubs, and a Sokal meeting place. The people are interested. The Junior Red Cross director was with me in Monoster, and we planned two playgrounds which, with the recreation center, will be a good start.

"In Rumania football, tennis and walking are the most popular forms of recreation. Most of the young men are in the army and of course get that kind of physical exercise. I wish something could be done to turn their minds to peace time recreation. I saw two big army parades in the two weeks I was in Bucharest. The Junior Red Cross is doing some work here. The Y. M. C. A., too, has a program of physical activities, including excursions to places of historical interest.

"In Sofia there is a great interest in sports—on half a dozen fields they were playing football—and there are many small children's playgrounds. There are wonderful public baths in Sofia which are always crowded. Yesterday I had an audience with the new young king and his sisters, and I sent them the last of THE PLAYGROUND magazines you sent me. They are greatly

interested, and I hope we shall get the government to act. I am surprised at the wonderful progress this country has made in the last thirty years. I have visited the schools, kindergartens and the Academy of Fine Arts and am delighted with the work which is being done. The King and his sister are fine, intelligent young people, with high ideals and a great desire to advance their country in the arts of peace.

At the American school at Samokav, where I spent two days, they are giving much attention to athletics, and here in Sofia they are forming football leagues. Everywhere there are walking clubs. I met two clubs returning from Mount Rilo monastery. They had hiked many miles and seemed very happy. The people of the cities are always making excursions to the country, generally on foot. The whole family will go, sometimes with a cart filled with children too small to walk and with their lunches. It is a very pretty sight, the peasant costumes are so gay and attractive.

"I am having a most adventurous time in these little Rumanian countries. Everywhere I find such kindness—people always ready to help me find out what I want to know, from the kings and queens to the humblest peasants. I was invited by the King and Queen of Serbia to attend a royal concert at the palace and had everything done for my pleasure and comfort. I had a special audience with them. They are fine young people. It is so interesting to see these young people at the head of these new, old countries.

"The King and Queen of Rumania invited me to luncheon with them at the palace. The Queen is one of the most beautiful and intelligent women in Europe. The King was very courteous to me —sent me an invitation to the diplomatic grandstand to see the review of troops on the national holiday and spoke much of his admiration for America and Americans."

Note:—Mrs. Rodman will send further information in the course of her travels.

Recreation in Milwaukee

The Extension Department of the Milwaukee Board of School Directors has issued the following concise statement of its activities:

Eleven Social Centers

General Activities:

Reading	Athletic Games
Table Games	Gymnastics
Billiards	Hot and Cold Showers

Industrial Classes:

Cooking	Reed Work
Sewing	China Painting
Millinery	Manual Training
Handwork	Mechanical Drawing
	Cobbling

Clubs and Miscellaneous Classes:

Glee Clubs
Minstrel Groups
Bands
Orchestras
Mandolin Clubs
Dramatic Clubs
Parliamentary Law Classes
Civic Clubs
Mothers' Clubs
Dancing Classes
Citizenship Classes
Public Speaking Classes
Boy Scouts
Girl Scouts
Camp Fire Girls
Checker Clubs
Debating Clubs

Neighborhood Features:

Saturday Motion Picture Matinees for Children
Wednesday Evening Entertainments
Saturday Night Socials
Father and Son Celebrations
Mother and Daughter Celebrations
Thirteen Summer Playgrounds
Forty-three classes in English and Citizenship for New Americans
Three Evening High Schools
One Summer High School
Four Summer Elementary Schools
An all-year-round City Athletic Program

Sports Conducted in 1922-23:

58 Outdoor Baseball Leagues
4 Track and Field Meets
4 Swimming and Canoe Meets
66 Football Leagues
316 Teams
600 Entrants

5 Skating Meets	8 Teams
1 Hockey League	31 Teams
7 Basket-ball Leagues	61 Teams
4 Indoor Baseball Leagues	1250 Entrants
1 Soccer League	4 Teams

Using Music as a Healing Force Part II

By Kenneth S. Clark

In the foregoing part of this article there were reproduced some of the experiences of Mr. Willem Van de Wall in musical therapeutics, as described by him in the pamphlet *Music in Correctional Institutions*. There now follows a consideration of his investigations in the field of treating insane patients through music. These investigations are narrated in the pamphlet *Music as a Means of Mental Discipline*. A number of copies of this pamphlet are on hand at the office of the Committee for the Study of Music in Institutions, 135 East 15th Street, New York City. It is as the director of that committee that Mr. Van de Wall is carrying on his experimental work. Mr. Van de Wall's paper of the above title, was read at a meeting of the American Occupational Therapy Association and it has been reprinted from the Archives of that organization. It therefore has the endorsement of that branch of the medical profession. The observations upon which the paper was based were made at the Central Islip State Hospital for the Insane.

Mr. Van de Wall relates that some of the thoughts which prompted him to apply music as a means of bringing about mental discipline in abnormals were inspired by an address delivered by the Dutch psychiatrist, Dr. F. J. Soesman. In keeping with the latter's thinking, music as a means of enforcing mental discipline is primarily concerned with the increase of the power of resistance on the part of the threatened individual. Mr. Van de Wall's experience has proved that music has a decidedly beneficial behavioristic influence on the average prisoner or patient. Music leads the physically and mentally disabled patient to a momentary, more or less full, integration of self and a normal adjustment to environment.

Music Helps the Patient to Concentrate

Very simple music with the striking rhythm and plain construction of the kindergarten type is found to be one of the most successful, fascinating stimuli to all types of regressed minds, as well as the infantile and childish minds and even to persons with developed musical instincts. What does music do more than this? According to this director, it stimulates to action, it prompts to temporary rejection of abnormal habits, it overcomes inhibitions, it causes sound to be interpreted in terms of reality. It does these things so convincingly that many a patient absolutely discards his abnormal actions; for a while he leaves his prison of fantasy and joins with an appearance of pleasure in the happy singing or dancing of a kindergarten ditty, even when he has fancied himself to be the incarnation of the Lord, or the Prince of Wales. To illustrate: The singing or acting of *Good Night, Ladies* has done for many a praecox, maniac, psychopath, senile or other type of patient that which medication treatment of whatever type, or segregation has seemingly failed to achieve. The mere jingling on a "tin can" piano of such real miracle tunes has brought about the flocking together of many of the insane, who had indulged in anti-social behavior, apparently unable to show any prolonged purposive thought or action.

Another point made by Mr. Van de Wall is that music as a sensory stimulant awakes emotional desires and prompts the individual to seek supplementary sensorial experiences. "That is the reason," says he, "why we find music utilized in those various resorts where food, liquor, human flesh and all methods of excitements are for sale. Music accentuates all the temptations and cravings to the nth degree and compels to mental and physical action.

Music Incites to Action

"This is the immense dual power of music: it can push one along and down the path of perdition, and it can also start one on the ascending road of salvation. It is in this regard that music shows its greatest therapeutic potentialities. It is these we wish to utilize. Take as an example the woman resolved not to go in to the next dance. She hears the first strains of a fox trot and she is on her feet before she realizes it. Look for instance at the man who objects to signing up for the navy or contributing to the liberty loan. As soon as the band intonates *The Star-Spangled Banner* away he goes to the desk and signs up

almost before he really knows what he is doing. It is just this way with innumerable patients. There was my old, senile, gray, patient-friend, Mrs. Olivia, let me call her. She had just emphatically declared to me that she was not going to dance or sing or do anything for me, because I had offended her very seriously by not shaking her hand first, as I entered the ward. She kept herself tight in her armchair as the music started and then clenched her teeth to be even more sure. But two bars of a Creole folksong were sufficient to bring her to her feet; she jumped up with a snarl, and joined the group of singing dancers, unable to resist the inviting rhythm.

"Music, then, incites the display of energy. Therefore my point of view is: inasmuch as it is the aim of occupational therapy, in general, to get the patients busy, use music as a general stimulant to make the patients do all kinds of work themselves. Do not submit them to the passive enjoyment of beautiful strains solely, but utilize the favorable mental situation created by the music and do not let it slip by. Do not expose them to wonderful concerts only, which stir up all kinds of emotions and desires and plans with no directive purpose and no outlet in reality, as such conditions are more apt to depress. Our object is to bring music to the hospitals as an activity by the patients for the patients."

Group Singing Useful

Here again, as in the correctional institutions, group singing has proved to be the most practical and fruitful form of music making in the wards. The director welcomes solo effort providing that it is not an expression of egotism which would drive the patient to make a fool of himself. High artistic standards are a secondary consideration because it is the mental effort which counts, and often the artistic rendition of a number is therapeutically of much less importance on account of previous routine and training than a crude attempt to reach out for a new achievement.

While the musical activity may be in many instances a constructive stimulant, in acute cases keeping up the fighting spirit, it also works in many cases of a hopelessly chronic nature as a soothing, beneficial stabilizer, a very God-send. In this respect music causes two widely divergent reactions, each beneficial in its own way. It is a pathetic, says the director, but at the same time very satisfactory experience to see and hear groups of old chronics in great happiness, participating in our musical frolics.

As to the disciplinarian influence of music on group behavior the director relates that it stopped fighting in the dining-room, and also in the ward between two belligerent women who were prevented only by the interference of their attendants from engaging in a boxing match. However, as soon as the director started the music they smilingly assumed their characters as partners.

Just as physical drills bring about discipline, so does Mr. Van de Wall find that mental discipline can be induced by music even if the latter is only rhythmic hand-clapping. This he often asks for because it means the least demand of mental effort in obtaining cooperation.

Music Renews Old Ties and Old Energies

Music of the preponderatingly aesthetic type and folk dances attend to the education of the rational will and are a school of mental discipline. Music registered once in the mentality, acts when sounding again, even after years, as a powerful memory incitor, a veritable psychic lever. The strain of a formerly heard composition of any type, from a whistled tune to a symphony, may bring about the sudden recollection of the most intricate detailed experiences with their original effects. And it does not end with that. These old associated and interwoven mental elements, rolling into consciousness like a sudden tide, carry along with them others of pleasurable or displeasurable qualities, all bound by common ties, causing and enabling the self to live again in the setting of youthful experiences, where reality was still contacted by them. And the miracle happens: energies, long believed to be exhausted, are noticed activating, rejuvenating the self again, proving by this that they have been only hemmed in. Here we tap another therapeutic source which may be utilized to a greater extent in the various attempts at restoring the mental equilibrium of many a patient."

Mr. Van de Wall some time ago told the writer of one such experience in utilizing sensory expressions with therapeutic effect. This experience concerned a Russian who had formerly been a musician but could no longer make a singing tone. Mr. Van de Wall acted upon the principle that we are not to say that when a person does insane things it is because he is out of his

head but are rather to find what are the causes that created such action. He sought to look into the period of the Russian's early youth before his insanity had developed. He won the patient's confidence through talking with him and getting him to tell his story. Later he played at the piano certain Russian songs that the man might have known in his youth. He wanted these songs to evoke in the man's mind his life connected with those songs. Next, Mr. Van de Wall began to sing some of the songs, purposely singing them badly and incorrectly. The Russian's immediate reaction was to show the director wherein he had pronounced the Russian words incorrectly. Finally, Mr. Van de Wall's persistent errors in singing so irritated the Russian that he wished to show the right way of singing these songs. He then burst forth into song with a tone of real beauty. Indeed, he sang for about an hour. Toward the end of the period his mood of exaltation disappeared and eventually he was in the same non-vocal state as at the beginning. The director did not tell him that he had actually sung.

Now, this patient was suffering from an inferiority complex. He felt that he was depending upon the institution, and that he could not get along outside of it. That was just the opposite of what the authorities wanted him to feel, since if they could get him into the mood of fighting for his dismissal, he would be on the road to a cure. Within the man's mind there was a conflict. One part of him wanted him to sing, while the other did not. These conflicts are what contribute to insanity. A way to eradicate them is to cause the patient's mental attention to be focused upon the days preceding the insanity. This method was used through the medium of music. Mr. Van de Wall carried out the Russian's request that certain songs be brought to him. He sang these and all the while Mr. Van de Wall talked to him about the experiences that these songs recalled. The eventual result was that the man finally asked Mr. Van de Wall to help him to secure his release from the asylum.

Music a Wonderful Evangelist

The final point made by Mr. Van de Wall in his paper is that music is a wonderful evangelist. It creates spheres of personal and social happiness, of contentment, delicious feelings, wonderful thoughts, new hopes and joys, which turn the mind in friendly fashion toward the one who brings this music.

Summed up technically the method is stated as follows: Mental disorder is a lack of balance between internal and external contending individual and environmental forces. Occupational therapy aims to restore this equilibrium through readjustment by means of mental and physical work. Music as a sensory stimulant incites discharges of mental and physical energy, causing certain patients in a state of mental unbalance to make a temporary adjustment by which the normal balance may in time be restored.

In another article in which Mr. Van de Wall has described his first musicale in an insane ward he reports his initial state of mind as one almost of fright. For example, says he: "I remarked that I had heard among them some wonderful voices. Would not someone in turn be so kind as to sing a solo? Whereupon a lady sang from the opera *Samson and Delilah* with a deep alto voice, accompanying herself. A little exaggerating the soft and the loud and the up and the down, she was otherwise very talented. I was wondering, 'Is she really—' when she spoiled everything by whispering in my ear that she really belonged in the White House, being the President's wife, and asked me if her piano still was kept in tune there.

"This upset me again. And hurriedly we sang *Smiles,* and many other songs. A patient offered to play the piano, and this she did very well. She told me she had played for years in a ten-cent store. If I had a job for her again she would play day and night for me. And indeed later on she did get back again in the ten-cent store, and there she told me that her mind and spirit revived from the day she met somebody who believed that she was normal and allowed her to be professionally active."

As the last note of the musicale died out it was quiet in the ward. The director describes the finale as follows: "An old mother came to me. 'Are you married?' 'Yes,' I replied. 'Have you little ones?' 'Yes.' 'Mine are gone,' she said, and gripping my hand she pressed it, adding, 'Go to your dear wife and little ones and tell them that this was the end of a perfect day for us miserable patients, because we found the soul of a friend we have made. Go home now—you belong to them. Thank them and kiss them for me. But let them send you back many times. Come back!'" That is what music means in the life and soul of the hospital inmate.

Pleasures

A protest against the Ready-made Entertainment of the Twentieth Century *

By Aldous Huxley

Auto-Intoxication

The dangers which confront our civilization are not so much the external dangers—wild men, wars and the bankruptcy that wars bring after them. The most alarming dangers are those which menace it from within, that threaten the mind rather than the body and estate of contemporary man.

Of all the various poisons which modern civilization, by a process of auto-intoxication, brews quietly up within it own bowels, few, it seems to me, are more deadly (while none appears more harmless) than that curious and appalling thing that is technically known as 'pleasure.' 'Pleasure' (I place the word between inverted commas to show that I mean, not real pleasure, but the organized activities officially known by the same name) 'pleasure'—what nightmare visions the word evokes! Like every man of sense and good feeling, I abominate work. But I would rather put in eight hours a day at a government office than be condemned to lead a life of 'pleasure'; I would even, I believe, prefer to write a million words of journalism a year.

The horrors of modern 'pleasure' arise from the fact that every kind of organized distraction tends to become progressively more and more imbecile. There was a time when people indulged themselves with distractions requiring the expense of a certain intellectual effort. In the seventeenth century, for example, royal personages and their courtiers took a real pleasure in listening to erudite sermons (Dr. Donne's, for example) and academical disputes on points of theology or metaphysics. Part of the entertainment offered to the Prince Palatine, on the occasion of his marriage with James I's daughter, was a syllogistic argumentation, on I forget what philosophical theme, between the amiable Lord Keeper Williams and a troop of minor Cambridge logicians. Imagine the feelings of a contemporary prince, if a loyal University were to offer him a similar entertainment!

Royal personages were not the only people who enjoyed intelligent pleasures. In Elizabethan times every lady and gentleman of ordinary culture could be relied upon, at demand, to take his or her part in a madrigal or a motet. Those who know the enormous complexity and subtlety of sixteenth century music will realize what this means. To indulge in their favorite pastime our ancestors had to exert their minds to an uncommon degree.

Even the uneducated vulgar delighted in pleasures requiring the exercise of a certain intelligence, individuality and personal initiative. They listened, for example, to *Othello, King Lear* and *Hamlet*—apparently with pleasure and comprehension. They sang and made much music. And far away, in the remote country, the peasants went through the traditional rites—the dances of spring and summer, the winter mummings, the ceremonies of harvest home—appropriate to each season of the year. Their pleasures were intelligent and alive and it was they who, by their own efforts, entertained themselves.

Distraction without Participation

We have changed all that. In place of the old pleasures demanding intelligence and personal initiative, we have vast organizations that provide us with ready-made distractions—distractions which demand from pleasure-seekers no personal participation and no intellectual effort of any sort. To the interminable democracies of the world a million cinemas bring the same stale balderdash.

There have always been fourth-rate writers and dramatists; but their works, in the past, quickly died without getting beyond the boundaries of the city or the country in which they appeared. Today, the inventions of the scenario-writer go out from Los Angeles across the whole world. Countless audiences soak passively in the tepid bath of nonsense. No mental effort is demanded of them, no participation, they need only sit and keep their eyes open.

Do the democracies want music? In the old days they would have made it themselves. Now, they merely turn on the gramophone. Or if they are a little more up-to-date they adjust their wireless telephone to the right wave-length and listen-

* Courtesy of Vanity Fair.

in to the fruity contralto at Marconi House, singing *The Gleaner's Slumber Song.*

And if they want literature, there is the Press. Nominally, it is true, the Press exists to impart information. But its real function is to provide, like the cinema, a distraction which shall occupy the mind without demanding of it the slightest effort or the fatigue of a single thought. This function, it must be admitted, it fulfills with an extraordinary success. It is possible to go on for years and years, reading two papers every working day and one on Sundays, without ever once being called upon to think or to make any other effort than to move the eyes down the printed column.

Certain sections of the community still practise athletic sports; great numbers of the middle and upper classes, for example, play golf and tennis in person and, if they are sufficiently rich, shoot birds and pursue the fox and go skiing in the Alps. But the vast mass of the community has now come even to sport vicariously, preferring the watching of football to the fatigues and dangers of the actual game. All classes, it is true, still dance; but dance all the world over, the same steps to the same tunes. The dance has been scrupulously sterilized of any local or personal individuality.

The Great Menace

These effortless pleasures, these ready-made distractions that are the same for everyone over the face of the whole western world, are surely a worse menace to our civilization than ever the Germans were. The working hours of the day are already, for the great majority of human beings, occupied in the performance of purely mechanical tasks in which no mental effort, no individuality, no initiative are required. And now, in the hours of leisure, we turn to distraction as mechanically stereotyped as our work. Add such leisure to such work and the sum is a perfect day which it is a blessed relief to come to the end of.

Self-poisoned in this fashion, civilization looks as though it might easily decline into a kind of premature senility. With a mind almost atrophied by lack of use, unable to entertain itself and grown so wearily uninterested in the ready-made distractions offered from without that nothing but the grossest stimulants of an ever-increasing violence and crudity can move it, the democracy of the future will sicken of a mortal boredom.

A Recreation Report From Minneapolis, Minn.

The 1922 report of the Recreation Department of the Board of Park Commissioners submitted by K. B. Raymond, Supervisor of Recreation, begins with the significant statement that whereas in the beginning of the work the big problem was to make the public realize the benefits to be derived from a community recreation program, at the present time the difficulty is to meet the demands which the people of Minneapolis are making upon the Recreation Department. These demands and the far seeing policy of the Department have led to a very active program of indoor and outdoor sports. Winter sports have had a large degree of development in Minneapolis.

Minneapolis is a leader in the development of horseshoe pitching tournaments. It is also demonstrating the great popularity of kitten ball.

The report closes with the plea that the city consider the erection of a number of simple recreation buildings constructed as inexpensively as possible on the basis that such properly conducted recreation centers are the best means of creating in a community a spirit of democracy.

Community Service of Hornell, New York is cooperating with the newly apointed Recreation Commission of that city, the latter having adopted a budget of $7,000 for the current year. This money will be used largely for the improvement of playground facilities.

The program of Community Service has already offered much to Hornell citizens in the way of recreation opportunities. Tennis, soccer, football and a Twilight Baseball League of 150 registered players have been fostered. Community "Fun Nites" have become an established institution in various parts of the city. Assistance has been given to the churches in conducting games, sings and evening entertainments, and for the celebration of the holidays special programs have been arranged. At the first Music Memory Contest held in Hornell 500 contestants were enrolled, twenty-six of whom received the pins awarded for perfect scores. A big event in last year's program was the Historical Pageant of Canisteo Valley, presented on the Fourth of July before an audience of 4,000.

The Voice of Youth*

Clarence E. Pickett, Executive Secretary

Board of Young Friends' Activities

What is the matter with the world today? Are we turning back a few pages in the book of civilization and reverting again to the morals of Nero's Rome and Cleopatra's Alexandria? The Age of today throws up hands in horror as the Youth goes swirling by in madness of gaiety and rounds of vicious pleasure. Age, horror-stricken, gasps, "Where are we going; what will the next generation be?" What is the position of the church in this conflict? What is her duty, what is her privilege? We have heard much concerning the question from the pen of age. I want to speak for youth. I am a young man, a member of the Friends' church, a Christian, I hope. I have become tremendously interested in the problem of bridging the gulf between the church and the young people. I am from a farming community so I speak from experience, not mere fancy. I am tremendously interested in people, especially young people for I am one of them.

In my home community there is a large number of young people who ought to be interested in and working with the church. They are fine young people, normal young people. They ought to be in the Sunday School and the Christian Endeavor. What they need is someone to lead them, someone to give new meaning and new life to the part of the church in their lives. As I see it, one trouble is that the church is trying to make them old and settled and they do not want to be old and settled. It is trying to make them live in terms of, and for, the next life; and they are interested in the present life. They want to *do* things; they want to *be*. They cannot be interested primarily, and all at once, in pure church affairs. They must first be met in their own field. The church must come down from her self-erected pedestal and engage a little with the world. Too many people are harboring a vision of a Christ in spotless white and a halo of glory, instead of a Christ in dusty, travel-stained garments wending his way over the country on foot ministering to the needs of the people.

So the church must interest itself in the things that young people are interested in. Get them together as a community and for community enterprises, and do not mix too much religion in it. Let the Sunday School and Christian Endeavor organize picnics, chicken roasts, baseball clubs, anything to stimulate a get-together movement. I say do not mix too much religion in it; but do have them directed by the Church, Sunday School, or Endeavor. Then through these recreational activities they will get interested in the church itself. It will become more real, more personal to them, if the church will first get deeply interested in them and study their needs. For young people really need these social occasions. Organize contests and introduce a little competitive spirit. Nothing is surer or quicker to awaken interest.

One trouble is that these rural communities are often made up of a bunch of hard-fisted farmers who are more concerned with their bushels of wheat, their hogs, and their dollars than they are with their sons and daughters. So they hold their children to the grind of hard work, day after day and dwarf their souls and personalities just for the sake of piling one dollar on top of another. No wonder the children want to get away from it and are flocking to the cities where the hours are shorter, the labor less exacting, and there is surety of a little time for leisure. It is company that they want, and clean social times. Above all make the home attractive with music, magazines, and books and give them time to enjoy them.

I believe the kids and the old folks too, ought to have every Saturady afternoon off, whether it be corn planting, harvesting, or threshing, for a little wholesome recreation, and have some clean recreation organized for them to do on that afternoon. And they ought to have a week or two in the less busy season after harvest to get off up to the lakes or somewhere for a good time. Let the older boys take and look after the younger ones. Life is too short and youth too precious to keep

* Courtesy of The American Friend.

them down to hard work every day through the week; and then wonder why they get out and tear around on Sunday. There ought to be community interests for them and they ought to have time to enjoy them. There would be nothing lost for they would work harder and more willingly when they worked. Make life pleasant for them, not just a round of drudgery and hard work.

But, you ask, what has the church to do with all this? The Church, Christian Endeavor, and Sunday School ought to create and direct these community interests and recreation times. Then the church will not have to be looking around for people to carry on her work. Never in history has it been more true that the children are asking for bread and getting stones. They are asking for a chance at life and individual expression and the church is handing out a bunch of worn out dogmatic husks and saying, "Here, take these or be lost." Of course they will not take them. Not without a lot of sugar anyway. They don't want them, they want *life*. They want a chance to enjoy themselves, to express themselves in their own way. And the only way to do it is to interest them in the things they want to be interested in, to be young with them, to begin to see their point of view. It will not drive religion out of it. It will connect religion with the vital and fundamental things of life instead of making it as it now is for them, a sort of artificial cloak to be donned on special occasions, a form of steel jacket to quell and subdue their real selves when they go to church on Sunday; a mask to conceal their real personality when they sit before the Sunday School teacher. I am not advocating any shallow, meaningless religion. I am appealing that the young people be given a chance at a real man's religion with some life and depth to it. The young people of today want religion, if there is anything in it for them. You cannot change the young people, so the thing to do is to meet their needs.

Recently I was in a Sunday School class of young men, thirty or forty of them and all high school students and graduates. The lesson was about the book of Jonah. The teacher asked all of these men who believed that the whale swallowed Jonah to hold up their hands. And then he spent the rest of the entire hour elaborating the fact that if they did not believe that the whale swallowed Jonah they were lost. Now the book of Jonah contains some of the most beautiful lessons of any in the Bible. Why couldn't that teacher have taught some of those, such as God's watchful care, His compassion, His forgiving love? The book of Jonah was written to a definite situation. The author was saying to the Hebrews that if they didn't enlarge their vision and speak the needs of Nineveh, and other cities as wicked, something would happen to them just as bad as for Jonah to be swallowed by a whale. It shows an enlarging of the Hebrew religion so that it began to reach out to the Gentiles. Is the Church of today going to be a Jonah and refuse to answer the needs of her young?

I went from the Sunday School into the church and the minister preached for forty minutes telling his congregation that the only way to be saved was through baptism. I noticed that only four or five of that class of boys stayed for meeting. They were not interested in knowing that they had to be baptized to be saved. And as long as the church emphasized those minor points instead of the finer and larger truths of the Bible, just so long will the young people stay away. There are greater truths, finer lessons, a fuller life to be found in the Bible than blind acceptance of every statement will give. Why not give them something constructive, something big, a beautiful conception of God and life? It is all there in that same Bible, and I believe in the Bible with all my heart because it points the way of true life. Then let us put the emphasis upon the greater truths which they will believe, and let them believe what they like about those minor matters.

But you say, this is not the way of our fathers, this is against the traditions of the church, and I agree with you. But your young men are seeing visions, visions of a larger life. They are no longer interested in the smaller dogmatic ideas concerning certain statements found in the Bible. They are asking for a practical religion to live by. A religion ought not to narrow their lives and snuff out their visions before they have a chance to mature. It ought to help them to ever expand and grow and catch glimpses of still larger and farther-reaching ideals. You have tried your way for years, and is it not now time to look about and meet their desires?

You ask how it can be done. I have already suggested some ways; by interesting them in community affairs under church supervision; by giving them time for clean, wholesome recreation; by teaching the larger truths of the Bible in which they are fundamentally interested. How far are you willing to go in order to draw these young people and meet their needs? Let me suggest a

Study hour at the Mosswood Park Playground in California.

Play under Directi
"Hiawatha" present
missi

The Recreation Department of Newport, R. I., believes that children have more fun in the water if they can swim.

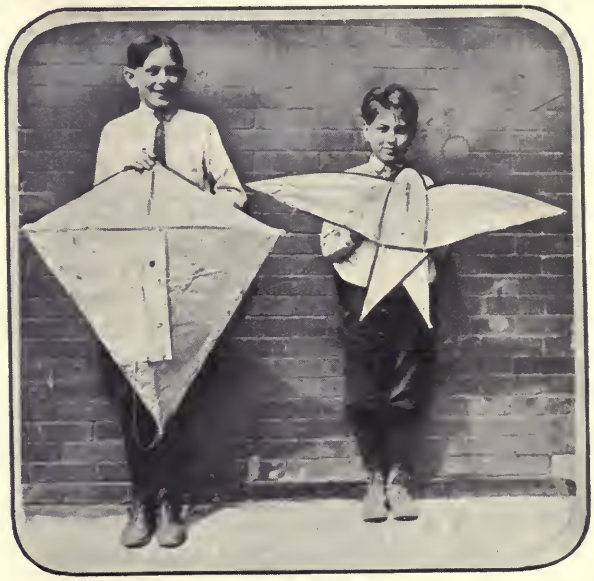
These Hungarian children in a congested di
on the street cor

An assembly of some of the handicraft made on the playgrounds of Chicago, Milwaukee, and St. Louis.

e from the pageant
South Parks Com-
o, Ill.

How the youngsters love a shower on a hot summer day! This has been a busy spot all summer.

orain, Ohio, had organized a school pro tempore
he camera man found them.



Prize kites exhibited in the contest held on the playgrounds in Detroit, Mich.

Out in Milwaukee, Wis., the boys on the playground learn how to use their hands and their heads. A class making cut-out toys with the aid of coping saws.

still farther-reaching program. Everywhere throughout our country today, consolidated schools are being established, and we all must admit that they are working. It concentrates attention and interest. It saves great sums of money in fuel and the number of teachers. It requires fewer buildings and they can therefore be better buildings. In many ways it is revolutionizing our rural school program. Is there any logical reason why this same thing will not work with the churches? At home there are a number of small rural Friends' churches. I can encompass no less than five of them in a radius of five miles. They all are struggling along, barely keeping alive. Not one of them has made any marked progress in the last ten years. Indeed some are slowly dying. Now why cannot these five churches all go together and build one consolidated church at a central location. It would save large sums of money, enough to pay for a commodious, up-to-date building. By eliminating three or four pastors there would be enough to hire a well-educated, live pastor who can grip young people—a specialist in religion, if you please. You demand specialists in your doctors, your lawyers, and school teachers; why not in your ministers? They are none the less ministers because they are highly trained in that line of work. The rural church cannot afford them because they must be paid commensurate with their training, but a consolidated church could have one. It would of course, leave many pastors without a position, but if they cannot answer modern demands they have no business in the profession. Make the position and salary attractive and you will not lack for good ones. But do not stop with just the church. Put a playground by it, with tennis courts and baseball diamonds. Have club rooms and class rooms. Make it a community center for the young people. In this day, religion is life. They cannot be separated. Organize Church and Sunday School teams. You had better have your boys getting some good, clean recreation on Sunday afternoon, than back in the alley and garage telling dirty stories and indulging in filthy talk, to which you have driven them by denying them clean sports and a chance to spend the time in open, wholesome recreation. And they will come to Sunday School in the morning too. Neither will you have to wonder why they will not stay for church, for they will be there, and be working at it. Are not your young people, your own boys and girls, worth enough to you to give them a chance at real, growing, vivifying religion?

Next summer I am going home to my own community, the one that I have been telling you about. I have a desire to help the young people there and to help the church. I should like to see the young people interested in the church and the church meeting the needs of the young people. So are other boys and girls going home from their college and from other colleges all over the land with these same desires. They have ideals; they have visions. They are anxious to work, to do something to reconcile the church with youth. What are you going to do about it? Are you going to draw about you your cloak of conservatism and say, "No, it cannot be done; you are dreaming; it is against the church traditions," and choke those wonderful ideals and blind the visions which are they very life of the church you are trying to protect? Are you going to discourage them, scoff at them and say in derision, "This is what college does for them?" Or are you going to give them a chance? Will you give youth a fair trial? What do you send your boys and girls to college for? And yet you hurriedly kill the beautiful ideals and dreams that they get for society and religion without giving them even a hearing. Your method has proved itself a miserable failure. Why not give a trial to the vision of youth? It will cost no more. Even if it should, is not young manhood and womanhood worth it? It will not destroy or weaken religon. It will only strengthen it, make it real and vital. Everywhere throughout this broad land youth is saying, "Will you give us a chance at life, a chance to grow and develop normally, physically, mentally, morally, and spiritually?" What are you going to answer? In the name of youth, I challenge you to give us a chance.

Abbe Jean Violet, Editor of *L'Assistance,* Paris, speaking in Washington at the National Conference of Social Work stated, "The love of pleasure and luxury and the exaggerated development of the individual make the greatest menace confronting the family in modern society."

No man concerned for the future of the world can ignore this demand today for pleasure. Whether that pleasure shall be gained through activities which mean growth and development of the individual, or whether that pleasure shall come from passive amusements that consequently weaken character is a question momentous to civilization.

Pageantry on the Playgrounds of East Orange*

H. Louise Cottrell

We set aside every year one day the latter part of July which we call Elmwood Day. On this day we have as our guests the girls from the Elmwood Playground and their supervisor. The morning is taken up with competitive athletic events and games, followed at noon by a picnic lunch. Every girl from our playground brings lunch enough for two. In the afternoon we have some sort of entertainment. In the summer of 1921 this entertainment took the form of a very simple but delightful little masque for six principals and thirty others, *The Enchanted Garden,* to be found in Constance Mackay's *The House of the Heart.*

On Labor Day each year both playgrounds unite for a festival day. The morning is devoted to games and athletics, the afternoon to a program. Up to the year 1921 this was the usual series of dances and athletic drills. That year we arranged a more novel program which we called *In Mother Goose Land.*

On Elmwood Day last summer we presented Constance Mackay's *Sun Goddess,* a masque of old Japan.

Our most ambitious effort was *The Conflict,* presented last Labor Day. This is a splendid illustration of the correlation of dramatic art and health by Gertrude K. Colby of Teachers College.

Briefly I am going to tell you how we produced *The Conflict,* making reference from time to time to the masques previously produced.

At a meeting of supervisors the play was read early in August. We decided to allow one and one-half hours for the entire production—about twenty minutes for each episode and ten to fifteen minutes for each interlude. That meant a number of "cuts." We divided the work. My assistant took the pantomime and costumes and the supervisor from Elmwood and myself divided up on the dances.

First the fact that this masque was to be given was advertised by posters on the bulletin and by word of mouth. On a given day everyone who wanted to take part gathered at the Summer House. The entire story was told that all might get a general idea and catch the spirit. Parts were then given out. Pageantry does not demand people trained and experienced in acting. If it did it would be too difficult for playgrounds. The only qualification is the desire to take part. To me the eagerness of the candidates to participate is worth more than any dramatic ability. Of course it is necessary to choose certain characters on basis of physical qualifications.

The rehearsals were then begun, first with individuals and separate groups. Then all was welded together as a whole. The episodes were in pantomime. In the open air we have found strict economy in dialogue advisable. Whatever characters can do let them do it, rather than say it.

The interludes were dance interludes. These always yield good results, as they please the audience through sound, color and movement and at the same time help make clear the meanng of the whole. But even the simplest production demands more than the text, a collection of people who know their parts and the rehearsals.

The three fundamental principles of any production are sound, light and movement. Under sound is music. Under light is found color, and hence costuming, background. Movement comprises gesture, acting, grouping and the dance. By blending together the three principles of sound, light, and movement the true meaning of the play is revealed.

Setting

For our settings we have always used shubbery, no set wings. For Elmwood Day, when the audience was small and the entire affair rather "chummy" we found the shrubbery a splendid background. A tall, drooping bush made an excellent cave for the Sun Goddess. A row of small cedar trees made an excellent approach for the Queen of Hearts when the *Enchanted Garden* was repeated at Elmwood Playground. For the Labor Day Masques which are held in the center of the athletic field scenery has to be erected. For the Mother Goose Pageant our Superintendent made a large double frame covered with canvas to represent an open book. On these we pasted the large Ward's Bread posters which were used on billboards at that time and sent us by the company. These posters were covered with an illustrated Mother Goose rhyme. For

* Address given at Second Round Table Conference on Municipal Recreation, Lancaster, Pa., April 20, 1923.

The Conflict cedar trees were brought down from the mountains and planted close together behind a Grecian platform. There was an entrance in back and one on each side so the characters could appear and disappear immediately.

For the first act the platform was entirely covered over with greens to represent a Grove. This was quickly cleared off between acts and by adding a chair covered with a velvet curtain the Court of Wisdom was represented.

As the performances were given in the day time there was no trouble with lights. One production of the *Sun Goddess* was given at night, when repeated at Elmwood. A certain entrance there raised above the athletic field made a very fine platform. Electric light globes on top of each post to the right and left lit up the centre and back stage and small automobiles backed in on the running track took care of the footlights. Orange cheese cloth over the lights made it look more like sunshine and Japanese lanterns hung in the shrubbery in back gave the Japanese effect.

Costumes

Costume is an important detail in the production of a spectacle. Costumes obtained from a costumer are not always correct, nor in the desired colors. To hire costumes is very costly. Some of the more simple costumes (crepe paper flowers, wands, helmets) were made by the older girls right at the playground; others were made at home, and now and then a costume from a previous affair was utilized. We have a large, wooden box in which are kept any properties or costumes bought at the expense of the Playground Commission and these are used over and over again. With the opening of our new field house there will be more space for storing.

We consulted books and plates and made any necessary sketches. So far as possible the purchases were limited to a few standard materials and bought in large quantities. For the ordinary heavy cloths such as velvets and silks, canton flannel was used. Cotton crepe was used for the softer costumes. We have used cheese cloth, but find cotton crepe has a richer appearance and may be found in wider range of colors. A bit of tinsel and few spangles brightened these costumes up. Linings were used for the Sun Goddess and Spirits of Fresh Air. Paper cambric might have been used. The properties, spears, shields, were made of card board covered with silver and gold paper. The most interesting piece of property we ever made, I think, was Cinderella's coach.

In *The Enchanted Garden* the costumes were very simple for the groups. They all wore white dresses and they were distinguished by the different kinds of flower caps they wore. These were made of crepe paper.

In the *Sun Goddess* kimonos prevailed. The children owned them, borrowed them or if they had to buy them they could find plenty of use for them afterwards.

To obtain uniformity, as a rule the children have nothing but socks or stockings on their feet —they are often bare-footed. Very few on a playground own dancing slippers and it is impossible to find a group who all own white shoes or all black.

Details vanish in an outdoor performance. This saves time and expense but should not be carried to such a point that anything may be accepted as good enough simply because it is the easiest way.

Color

The art of color is one of the most difficult of all problems. It is not enough to have costumes that are corect, if at the end the colors form violent or harsh discord.

Experience, good taste and experiment will be more valuable to the director than any rules I can give. Nevertheless there are a few color principles which we followed. Complementary colors were placed alongside of each other. Green, blues and purples are known as the cold colors. In Nature cold colors predominate. Dewdrops are green and water is blue. Black when blended with cold colors gives an impression of awe and horror (Disease). Green has always been the characteristic color of springtime and hence stood for hope. Purples signify royalty (wisdom). Yellow was the emblem of the sun gods and sun goddess. We gave to each scene a dominating color with which the other groups harmonized. This is a problem which is always more or less limited by the materials available for costumes. Dyeng may be employed but is not practical in large groups. Last of all attention was given to the color arrangement of the finale, when all groups were massed together on the stage and then filed pass the audience. The figures or groups in sunlight wore light tints, unless a strong note was needed for a particular purpose.

Dance

The revival of interest in dancing in America is of great benefit to the pageant producer. Ballet dancing and toe dancing lose their effect in the open air. Natural dancing is what is wanted and is within the reach of a wide number of people. Beauty alone is not the purpose. The term "dance interlude" is in one sense unfortunate for it seems to imply a pause instead of meaning, as it really does, a change of method of telling the story.

As all our rehearsing is done with a phonograph I had to construct dances which would fit the music of a phonograph record. In looking for victrola records I not only had to keep movement in mind but the author's meaning. The number of measures for entrances and exits could not be overlooked. The size of the stage, the number of dancers had to be taken into consideration. Before starting rehearsals I had to get in touch with the leader of the orchestra. For Elmwood Day we used the phonograph entirely. On Labor Day we had a band. I gave the leader the story of the play, and the music and dances I wanted to use. For some of them he was not able to find the orchestration but very fortunately he was a man who did more than his allotted task. He had had some experience in this work and between us we found music to substitute. Several times he came up with his music, watched the dancers, listened to the phonograph and at the same time marked the phrasing, pauses, measures to be cut or added. At the time this man was leading an orchestra at Dreamland, a small Coney Island in Newark, and I went over there twice. As part of the evening concert program he played the music to be used for *The Conflict*. As a result, music, drama and dances blended very well.

As much as possible the dance rehearsals were held on the actual spot to be used for the performances. All dance rehearsals were held outdoors as the dancers had to become accustomed to the uneven ground. As most of them had little knowledge of dancing I found it necessary to have preliminary exercises in technique and rhythm.

As to rehearsals, I sometimes worry my colleagues, I know, by not starting my rehearsals earlier than I do but I find it better to wait until I am sure just what characters are going to be in the production, so as not to have to teach the same thing over to two or three different sets. Then, too, as the time draws to a close there is apt to be a higher percentage of attendance at rehearsals. The most important of all rehearsals of course is the dress rehearsal.

Music

All the pantomime was accompanied by music. It was by means of music that dance, color, word and gesture were all blended together to achieve the final effect. It was not merely a question of selecting incidental musical compositions to be played here and there but something that caught the author's meaning and stirred the emotions.

The location of the orchestra has been an unsolved problem. The one essential is that the music be heard both by audience and actors.

Our outdoor affairs have not been without other handicaps than I have mentioned. Probably the greatest bugbear is the weather. There is no place to hold rehearsals on rainy days except a narrow space at the top of the grandstand. Dress rehearsals are always held on Thursday, so that in case of bad weather Friday and Saturday morning still remain. In the midst of the performance of *The Enchanted Garden* the heavens opened up and it poured. We were several hundred feet from shelter and the flowers ran in every sense of the word. Last Labor Day was the first time that we have been prevented from holding our festival.

Then, too, there are a great many children who leave the city in the summer. They are here today and gone tomorrow. Many families with automobiles do not know until the last minute whether they will go away over Labor Day or not. We have overcome this partly by having printed slips which the parent signs before the child is given his part.

A victrola does not furnish the finest kind of music possible for rehearsing and when on the day of the performance the children hear the orchestra for the first time it is often very confusing.

But each production has taught me something new. It is this impossibility of reaching the goal of an ideal production that makes the work fascinating.

Model Boat Building in Detroit

By C. E. Brewer,

Commissioner of Recreation, Detroit, Michigan

How We Started

The activities of the Detroit Department of Recreation in model boat building are the result of an effort to develop a model boat tournament for boys during August, 1921. In preparation for this tournament, a small public exhibition of model boats was held for the boy's benefit which were secured from commercial firms and from the Institute of Arts. Publicity through the press was a factor in helping to secure the remarkable exhibit of forty model boats which were shown. The City of Detroit gave medals to the three best exhibits.

Next—A Club

The Model Boat Tournament was successfully carried out with many assisting patrons, and as a result, a Model Boat Club was organized with Senior and Junior members. A plan for a 24 inch sail yacht was developed for boys and in the fall there was organized a class of boat building which met two nights a week with an average attendance of forty. There was much spirited competition during the summer for supremacy in the 24 inch class. A cup, given by Gar Wood, world famous motor boat racer, was won by Martin Graul, a 13 year old boy.

Last fall the boys had two sailing classes: the first a 24 inch boat; the second a boat 20 to 30 inches over all. The races were supposed to be sailed in a series of heats, points counting for first, second, and third places. Because of the lack of adequate sailing water and interference of obstacles with fair sailing wind, it was found almost impossible to determine, in this manner, the best of the boats. The contestants were then called together and the problem put up to them. The boys themselves decided to cancel all previous points won and to hold a contest consisting of a series of three heats. The race resulted in the victory of the boy who had won the largest number of points in the previous races.

Points to Keep in Mind

The experience of the Detroit Department of Recreation has shown that in order to create interest in model boat races definite sizes of boats must be established, as was done in the case of the 24-inch boat. It is also quite clear that the average boy has neither the ability nor the means to acquire a satisfactory sailing yacht without help either through plans or instruction. He must also be taught how to sail his yacht after he has built it.

A Marconi rig is recommended for sails as the simplest contrivance. It is also felt that it is better to have no rudders, as they get out of adjustment too easily. The stepping of the mast should be adjustable so that it may be stepped forward or backward, according to the point of effort found in sailing. The course of sailing should always be well into the wind in order to demand of the sailor the ability to make his ship point. Where facilities allow, a triangular course may be laid out for the sailing, but difficulties will always be found in sailing model yachts toward a given point before the wind.

Making the Boat

The construction of a model boat as told by a boy boat builder is very interesting: "First you get a piece of wood ten inches wide and twenty-six inches long and a quarter of an inch thick. Sugar pine is the right kind of wood. The grain must be straight. Then you should get a piece of wood about 40 inches long and 12 inches wide and one inch thick. This should be of sugar pine also, and straight grain. You will need a piece of five-inch siding of cedar instead of pine. You will need a pound and a quarter of lead. Your board a quarter of an inch thick is for the deck. First saw off the edge two strips an inch wide and 26 inches long. The strips are for side rails. Then you saw the rest of the quarter-inch board into a boat shape. The stern should be three and a half inches wide, the middle six and three-quarters inches wide, and the whole piece 24 inches long. Then you take the board an inch thick and saw off a strip 28 inches long for your mast, and one 21 inches long for your boom, and a little one five and a half inches long for your bow-sprit.

"Next, we saw the rest of the board into two pieces, one 22 inches long and a little over seven inches wide, and the other 15 inches long and seven inches wide. These are for the hull. We saw the bit piece so it will be boatshape, 21 inches long, and then make a hole in it not quite a foot long and six inches wide. We saw the smaller piece kind of goose egg shape. It should be six and a half inches wide and almost 14 inches long. We put the big piece on the little one and draw a line to mark out on the little piece a place just the size of the hole we made in the big one. Before starting to shape boats we take a piece of cedar siding and carve out the keel. The top side should be 15½ inches long and bottom side six and a half long, and this part of the keel is four inches wide. The big side of the board is the bottom of the keel. After doing this we start to shape out boats.

"We draw pencil lines an inch apart on either end of the big piece of board an inch thick. The nearest line to the hole in front is an inch and a half from the hole, and the nearest line to the hole in the back is half an inch away. Then we start at the outside lines and plane toward the ends of the board. You see, this piece should be an inch thick around the hole, and planed down to a sharp edge on the ends. The sides should be just rounded off. When we get it planed pretty good, we start back at the lines nearest the holes and plane it all over again very carefully.

"The little piece of inch board is harder to fix. You must make it somewhat like a shallow bowl. You know, we draw on it the outline of the hole sawed in the other board. We turn over the little board and draw shaping lines on it. You should leave five or six inches flat a little in front of the center. Carve off about an inch more at the stern than at the bow. When we have shaped the bottom, we turn the piece over and carve out a hollow the size of the hole in the bigger board. This is the hardest job building the boat. We chisel away at it until we can see light through the bottom. We don't want our boats to be heavier than necessary. The next thing to do is to fix our side rails, which we make out of the quarter-inch strips. We plane them down quite a bit thinner than a quarter-inch. Then we bevel the ends together, and glue and nail them to a V-shaped block we have made out of the scraps from the inch boards. We use airplane glue and brads. We glue and nail the V-shaped block to the bow of the big hull piece. On the stern of the big piece, we glue and nail another block, shaped like the stern but a little narrower—as much narrower as twice the thickness of our side rails. Then we bend the side rails boat-shape and glue and nail them to the block and the big piece of the hull. The next thing is to round off the blocks and the side rails, so that they will fit the shape of the hull.

"The next thing we do is to glue the hull together and smooth it all up nice, so there won't be any hump or cracks. Then we shape the top of the keel to fit the bottom of the hull, and nail and glue it in its place. We drive the brads from the inside, and make some three-cornered strips, and nail and glue them to brace and keel against the hull. Shape the outside of these strips to be like the curves of the hull, and be careful to do a very smooth job.

"Then glue and nail the deck to the hull and plane down the edges so they will be exactly flush with the sides of the hull. Use long brads in nailing down the deck. Make a little block and bore in it a hole the size of the bottom of the mast and screw the block to the deck, one-third of the way back from the bow.

"After this comes a job that will be lots of fun. Make a mold for the lead part of the keel. Make the mold of scraps of wood, and fix it so it will be nearly two inches deep, as wide as the thick part of the siding, six and a half inches long at the top and five inches long at the bottom. Shape the ends to be curved like the wooden part of the keel. Line the mold with asbestos paper, melt the lead and pour it in. When it's cool, screw the lead piece to the keel from the bottom with two and a half inch screws.

"The things to be made next are the mast and spars. We will only have two sails, because we're building speed boats instead of sailing cruisers. When we round our strips for the mast, boom and bowsprit, make them as light as possible, because we want our boats to be fast, but not so light that they won't be sturdy.

"Then sandpaper the whole boat, and oil it good with linseed oil to make it durable, and fill all the cracks with white lead. Paint it then—put on as many coats as you can, and use enamel for the last coat. Buy linen for the sails. Do not have more than 500 square inches if you want to race your boat."

Most of the evil and a great part of the beauty and joy of life depend upon the use of leisure time.—Joseph Lee

Marbles

By P. A. Vanderschon

Supervisor, Department of Recreation,

Detroit, Michigan

The oldest man in Detroit said the other day that his great grandfather boasted of being the best shot in the Ruhr Valley, in his day. Indeed, we can all remember when we were pretty good at marbles ourselves.

So it was that Detroit decided to join the big national contest, which has just been held at Atlantic City. But Detroit is a growing city, and a growing city must have a lot of boys. We have them, and 4653 of them thought they were the best in the city, not to mention 282 girls who had tried their hand at the old game.

"Find the marble champion of Detroit. Every boy and girl under fifteen years of age must have a chance," said Commissioner Brewer. Here was a real job for the Department of Recreation, and this is the way we tackled it.

First, the city was blocked off into twelve sections. Then all the schools in each section were notified of the schedules and rules of the game. A four day spring holiday gave us just what we wanted. Our fifty directors turned in a winner from each of the two hundred and twenty-four schools and playgrounds. Then followed a mass of telephone calls and letters saying that Jack or Bill hadn't heard about the contest until too late or was sick that day, but felt sure he could win if there was another chance. So we offered them another opportunity, in fact two more of them, each time cutting down the number of contests and bringing in more territory for each. We now had about three hundred winners, from the original 4,935. There was no lack of interest in the twelve district championship games. The twelve winners had some reason to feel proud of their achievement. The city was next divided into two parts,—east and west, with six districts, six winners in each section. These contests were played off at different times, the first three places being taken. This left six boys for the final game.

What kind, what type of boy came out victorious? Any one of the six in the final contest, bears the promise of success in far greater things than marble contests. Each had practiced patiently over the period between contests,—each bore expression of determination. Best of all, each showed a friendly interest in the other,—never was better sportsmanship exhibited. Each wanted the other to shoot well, only hoping to do a little better himself. An honest expression of congratulation followed the winner, as the game finished. These boys had fought a real life battle, a battle of wit, of steady nerve, of precision of eye and hand. Each is better for it.

The final games were played indoors. The ring was prepared to resemble very closely the conditions of an open playfield. A larger number of spectators witnessed each contest and no game ever aroused more interest or enthusiasm on the side-lines.

Our boy went to Atlantic City, there to meet another who was perhaps guided more closely by the spirit of the first and best shooter of a round pebble. It is safe to venture that the national champion is a boy we'll hear from later as a man.

TEN CHANGES IN SEVENTEEN YEARS .....

Transitions in the Point of View in the Community Recreation Field

JAMES EDWARD ROGERS

1. From merely summer playgrounds and private support to the present conception of a year round recreation system supported largely from municipal funds.
2. From the restricted idea of just playgrounds for children to the modern idea of community centers, indoor and outdoor, to be used by everyone, young and old alike.
3. From the old notion of play supervision to the newer slogan of play leadership.
4. From the stress that was formerly put on the need for apparatus and equipment to the more recent emphasis on trained leaders.
5. From the narrow field of play to the larger group of activities under the program of Community Recreation.
6. From calisthenics and drills to athletics, social recreation, community music and dramatics, and neighborhood recreation.
7. From the old fashioned coach to the educator in the profession of community recreation leadership.
8. From the system that trained for picked teams, "Elevens," "Nines," and "Fives" to the present tendency toward mass and general participation. Everyone in the game not only the "stars."
9. From the method of "Letting George (paid executive) do it" to the modern notion "Get the Georges to do it" (volunteers). From the idea that the paid leader should do everything to the thought that the leader is paid to organize and get local leaders. To multiply oneself through committees and volunteers.
10. The tendency away from the idea of confining the program within four walls or a fence to the bigger idea of working throughout the neighborhood and community.

If anyone has not kept in close touch with these transitions he is not abreast of the times and has only been "lock-stepping." "De world do move." Get in step if you wish to keep in the front line of march toward greater efficiency and larger service.

Edgewood Golf

At Edgewood Playground, Topeka, Kansas, the children are playing a game known as Edgewood Golf. Though still in its infancy, the game is proving immensely popular, and adults as well as children are enjoying it.

William P. Dietz, Director of the Playground, offers the following rules for playing the game:

The equipment consists of automobile tires to be used for the holes and croquet balls for tossing. For small children (8-11 years) the bean bag may be used to better advantage than the croquet ball.

Groups of two or three people may play the game.

In making the course, the holes are laid out at varying distances, usually from fifty to one hundred fifty feet apart, forming a course that may have the general form of a circle or of the figure eight. It is usually best to have the finish of the course the starting post. Have the starting line twenty-five to fifty feet from the first hole. Arrange the course so that there are natural obstructions between the holes.

The object of the game is for the player to toss the ball into each hole in order around the course, finishing before his opponent.

Before starting the game, the players lag once for the first hole to determine who is to have the first toss. In case of a tie in lagging, it shall be tossed again. If both are in the hole or are both the same distances from the hole, it is a tie.

Players take turns in playing, the one winning the lag getting the option of first or second play. When a player makes a hole he may have an additional toss before his opponent plays. He may also have an additional toss when, in playing his ball, it comes in contact with his opponent's ball. This privilege, however, he may have only once between the start and making the first hole, or between the making of any two holes.

In playing, the player must have both feet back of the starting line in starting or back of the spot where his ball rested when he finished his previous play. If he fails to do this, his play does not count and therefore must be played over. When playing from a hole, one foot must be within the hole.

A player cannot change or adjust the tire for the convenience of his own play or for his opponent's play unless it is mutually agreed by both players before either has tried for the hole.

The player wins who first completes the course by hitting the starting point.

Tennis Court Surfacing

As the result of experimentation in tennis court surfacing, the South Park Commissioners of Chicago have tried out with good results a clay court treated in the following manner:

With the customary depth of under-drainage foundation of cinders, clay top dressing is applied and rolled. Above this is used a heavy blue clay, thoroughly weathered by exposure for several years until it has lost its stickiness. With a hand rake and with frequent rollings and sprayings, there is rolled into the top of this layer a quantity of dust secured from a marble finishing mill. This dust is a very finely pulverized combination of the silica sand used as an abrasive in cutting marble slabs, with the abraded marble itself. It is collected in the marble mills in the water pits under the saws to be thrown out in the form of waste after the sand has lost its cutting value. This material is secured without cost, as the marble mills are glad to get rid of it.

The working of this dust into the top clay tends to give it a resilient and yet fairly hard playing surface, with considerable cohering quality. It forms a very fast playing surface, easy on the feet of the user, and generally very highly approved by the tennis enthusiasts. It does, however, require considerable care—daily sprinkling and frequent rolling, and occasional treatment with calcium chloride to keep the courts damp and free from dust.

Hospital Recreation

By F. E. Mac Lean

Superintendent of Recreation, Reading, Pa.

A hospital recreation program for bed patients and convalescents such as the recreation department of Reading has developed, requires much careful thought and study. Because of the fact that patients are ill and in bed, there are many obstacles to be surmounted and considerations of various kinds to be taken into account which do not enter into a normal program. The patients' thoughts are constantly on themselves. Many of them come in with injuries necessitating amputation; some of them will never leave the hospital alive; others will spend the rest of their lives in wheel chairs. They are naturally depressed and can think of little outside their unfortunate condition.

Men's Surgical Ward

Here are always to be found a number of young men who have received injuries, perhaps through reckless driving or through taking chances once too often. Even though they may be in bed with broken limbs strung up by weights, these patients are laughing and talking, eager for something to amuse them. Here a good program of games with plenty of "pep" is in order, with one side of the ward in competition with the other. The patients who cannot participate in games requiring the use of hands may act as judges and time keepers. It is a good plan to have moving pictures taken of the patients at play, later showing the films in the wards.

Men's Medical Ward

The type of patient in this ward is in the hospital through illness, not accident. The majority, you will usually find, are connected with industrial plants. The type of moving picture which appeals to them is industrial, and the games are of a mechanical nature. In a test in which I projected first a comedy film and then an industrial film, afterward taking a vote, the industrial film carried to a man. The average age of these patients is forty years; they are more or less "set" in their ways and need recreation more than the average patient. In these wards you will find many who give up to their illness. This means an uphill fight for the doctors and nurses, and recreation has with us proved to be the most effective cure. Some of the patients will insist that they are too weak to raise their heads from the pillow. It requires much patience to get them started, but after they have once participated they will never cease telling you how they look forward to your coming and enjoy the games.

The Women's Ward

The patients in this ward require games of a quiet nature and prefer the educational and scenic pictures. These patients are suffering from the effects of operations, and their nerves are unstrung. The most effective forms of recreation for them are educational moving pictures and games requiring thought and concentration. The effect of this kind of recreation is permanent. It keeps up their spirits and gives them something to talk about other than their condition.

Wheel Chair Patients

Here is the nucleus from which to draw your leaders and assistants. These patients are the life of the hospital, jolly and full of fun. They are always ready to help in the program, and as they know everyone in their wards they are invaluable allies.

For wheel chair patients we have devised a program of games including crutch races and chair races, and they are the principal contestants in what we call hospital meets.

Tubercular Patients

To this type of patient there should never be shown a moving picture which will have a depressing effect. Show comedy pictures and games in which each patient will sooner or later win. Tubercular patients have an uphill fight, and it is important to have games and pictures which will tend to give them confidence and help them in their fight. Anything which will dispel the feeling of depression which affects these patients should be featured in the program.

Mental Patients

Mental patients call for an entirely different program, and you will find it necessary to use methods entirely the reverse of those employed with other patients. For example, you will prob-

ably not meet with success if you try to urge a patient to do this or that, but you will often accomplish the thing you want done by urging them *not* to do it! The type of picture these patients enjoy most are very amusing comedies followed by pictures which will call their minds to play. While the pictures are preferably simple, they should require a certain amount of thought to follow them through. Games should be simple but instructive, requiring thought in the same way as do the moving pictures. No type of patient, you will find, will enjoy the games and films more than do the mental patients.

Note: Mr. MacLean has a large number of original games which he will be glad to forward to anyone wishing them. His address is Reading, Pa.

I remember how as a boy in a small town of a couple of thousand, I living on a nearby farm, our spare time was left to ourselves to work out as we saw fit, much of it was well used without a doubt with our hunting and fishing, visits to the "old swimming hole," shack building in the woods, learning games from the older boys, but on the other hand, I also remember the village livery stable and the village pool room and the village prostitute and the lack of any education in things a boy ought to be taught and which is furnished through the Scouts, Boys' Department of the Young Men's Christian Association, playground leadership, and I know now that my life would have been much more wholesome had we had proper leadership in our community.

The bully usually ruled on the school ground and organized games and leadership would have been a great thing here.

We all grew up, to be sure, and by the grace of God, some of us, perhaps most of us, grew up morally clean and physically fit. Those with ambition answered the lure of the city as soon as they could—lack of leadership and recreational opportunity and understanding of the needs of growing boys on the part of the elders was largely responsible.—JOHN BRADFORD

Recreation Congress
Springfield, Illinois
October 8—12 1923

Group Games For the Blind

Adapted by EDNA B. MONTGOMERIE

Guess What: The group is seated in a circle. A tray is passed around on which are bottles and jars that have contained various substances or liquids having strong odors. When all have smelled, the one who can guess the most odors is proclaimed winner.

Laughing Game: The group is seated in a circle. The leader indicates who shall laugh, and the rest of the group tries to guess who it is. The one who guesses correctly most often wins.

Combination Pass Relay: The group is divided into two teams and lined up one behind the other. Each team is given a ball or a convenient object, not too small, and at the signal the object is passed down the line, overhead, both hands being used. The teams face right, and pass the ball back up to the front of the line; then turn about face and pass it down the line; then left face, and pass the ball overhead to the front of the line. The team finishing first wins.

Circle Baseball Relay: Two teams stand in circles near each other. One takes the name of one baseball team, the other another. At the signal, the captain of each team, who has been given a basket ball, starts passing the ball to the right, each person on the team handling the ball with both hands. When the ball returns, the captain shouts, "One," but continues to pass the ball. The second time he shouts, "Two," then "Three," "Four," "Five" and at "Six," he holds the ball up. This is the end of the first inning, the team finishing first scores one point. There are five innings to an official game.

Who Is My Neighbor?: All join hands in a circle, one person standing in the center. This player goes up to any one of the group and by feeling his features, by noting his height and the breadth of his shoulders, tries to guess who it is. The players may stoop, may distort their faces, and in other ways try to disguise their identity. The person who is correctly identified has to go into the center of the circle.

Shouting Proverbs: The group is divided into two teams. Each team goes to one side and selects a well-known proverb. The words are assigned to different members, several may have the same word. When all is ready, the teams line up facing each other in the center of the room. At the signal, one team starts shouting its proverb, i. e., each individual calling his word over and over again, the other team tries to guess the proverb. Afterwards, the other team has an opportunity to shout its proverb. The leader times each team, and the one guessing the proverb in the shortest time is the winner.

Ghosts: Two teams are formed. One team is seated along the side of the room, the other stands in line. One person of the group, standing, goes down the seated line shaking hands with each one, and then returns to his group. The seated team decide who it was and their captain announces it to the leader. If they have guessed correctly, they score one point. The game continues until the last one has shaken hands, when the sides change places. The side guessing the most correctly are the winners.

Peanut Relay: Two equal groups stand in ranks facing each other. On the floor at the head of each team the leader places six peanuts. The members of each team join hands down the ranks and do not break ranks until the end of the game. At the signal, the two leaders stoop down and pick up one peanut and start it down the line, then a second, and so on, not skipping anyone anywhere down the line. The peanuts go all the way down the line and the end player places them on the floor as he gets them. When the sixth is put down and the last person has straightened up for a moment, he immediately starts passing them back, one at a time as in the beginning. There must be a judge for each line. Any peanut dropped on the way down is taken back to the start by the judge and passed again. Any dropped on the way back are taken to the end of the line and passed up again. The line finishing first wins.

Earth, Air, Fire, Water: Two teams are seated opposite each other. The leader goes down the line and, alternating between the teams, touches one on the shoulder and says, "Air!" and counts ten, or says, "Fire, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10!" or Earth, Air or Water. At the word "Air," the one touched must name something that flies in the air, as blue bird, robin, hawk; if "Water," he must name a fish or an aquatic plant; if "Earth," a quadruped or land animal, or plant of the earth; if "Fire," he must remain silent. All answers must be given before the leader has finished counting ten. Failure to follow the rules given, gives a point to the opposing side. The side having the larger score at the end of the game wins.

Touch Ball: All stand in a single circle shoulder to shoulder, except one player who is on the outside of the circle. Those in the circle have a basket ball which they start passing to the right. If they continue to pass it to the right three times in succession, the one on the outside goes into the center. The one on the outside puts one hand behind his back and with the other tries to touch the ball in the hands of someone. If he succeeds in so doing, that person must change places with him. If the player in the circle drops the ball, or if he skips over one in passing it, that one must change places with the one on the outside. The one who has to go in the soup may choose someone to take his place on the outside. When the next one has to go in the soup, the one inside may go back into the circle.

Pass Man Relay: Two equal teams with equal numbers are lined up behind one another. At the signal the second man in each line takes the first man and passes him to No. 3, who passes him to the next one. This is continued until the man gets to the end of the line, when all face about, and the man is passed back to his place. Number 2 is then passed down the same way, followed by all the others in their turn. The last man turns about in place and shouts, "All finished!" The first line through wins.

Number Spin: All standing in a circle are numbered consecutively around the circle. The leader who stands in the center, calls several numbers and then says, "Spin!" At

the word "Spin," those whose numbers have been called must bend both knees and touch the floor with both hands, then stand up and spin around. The last one to finish scores one. The object of the game is to try not to score any points.

Stage Coach: The players are all seated on the floor. The leader gives each one in the circle the names of some part of the stage coach, such as the wheel, hub, horses, spoke, door, driver, roof, windows, tongue, lines, seats, steps, whip. He then designates special passengers, as fat man, fat lady, flirt, fresh young man, actress, and others. He tells a story in which he brings in all the mentioned names. If the group is large, there may also be bandits, and Indians. As each person or part is mentioned the person corresponding to the name called must get up, turn around, and sit down. Those failing to do so with alacrity must pay a forfeit, and later must recite a rhyme or limerick, or give a pun in order to redeem their forfeits.

Bounce Ball Relay: Five teams line up facing one another. The first one in each line has a basket ball. At the signal he bounces the ball three times in front of him, and then passes the ball to No. 2 who does the same and passes it on to No. 3, and so on. The one at the end of the line bounces it six times and then the one next to him bounces it three times, and it is passed back to the first of the line in this same manner. The line finishing first wins.

A Stilt Contest

A novel type of tournament and one which attracted large crowds of people was the stilt contest promoted by the Minneapolis Park Board Recreation Department and the *Daily News.*

B. G. Leighton, Superintendent of Recreation in Minneapolis, gives the following comments upon the organization of the contest:

The Contestants

The tournament was open to every boy and girl in Minneapolis and nearby towns, under fifteen years of age and under sixty inches in height. The contestants were divided into four classes as follows:

1. B. Boys under fifty-two inches
2. B. Girls under fifty-two inches
3. A. Boys fifty-two to sixty inches
4. A. Girls fifty-two to sixty inches

Registration and Numbers

All taking part were required to register on the day of the meet. Upon registration, numbers were given them. Each contestant was permitted to furnish his own stilts provided they were not more than one inch by one and a half inches stock, five feet long with stirrups not more than twelve to fifteen inches from the lower end of the stilts.

Special Rules

1. Stilts strapped to legs will not be allowed.
2. Stirrups must be not more than twelve to fifteen inches from bottom end of stilts.
3. No kicking will be allowed.
4. As soon as a contestant fouls, he must leave the tournament field at once.
5. No contestant will be allowed to compete in a stunt that is dangerous in any manner.

Program and Prizes

1. *Balancing in an 18-inch Circle*

1. B. Boys—Under 52 inches. First, big league bat; Second, indoor baseball; third, two-bladed jack-knife

2. B. Girls—Under 52 inches. First, sleeping doll; second, vanity bag; third, silver pencil

3. A. Girls—52 to 60 inches. First, fountain pen; second, shopping bag; third, silver pencil

4. A. Boys—52 to 60 inches. First, big league bat; second, indoor baseball; third, baseman's glove

II. Cock Fight in a 7-Foot Circle

5. B. Boys—Under 52 inches. First, Billy Bush flyer; second, two-bladed jack-knife; third, leather pencil case

6. A. Boys—52 to 60 inches. First, kangaroo hopstick; second, big league bat; third, army flashlight

III. Obstacle Race

7. B. Girls—Under 52 inches. First, sleeping doll; second, silver pencil; third, flag

8. B. Boys—Under 52 inches. First, Franco flashlight; second, indoor ball; third, leather pencil case

9. A. Boys—52 to 60 inches. First, big league bat; second, indoor baseball; third, leather pencil case

10. A. Girls—52 to 60 inches. First, fountain pen; second, ball and bat; third, silver pencil

Games in Preparation for the Badge Test

Prepared by
R. K. Atkinson
Secretary of the
Committee for the Revision of the Tests

Since the badge tests are essentially "athletic" tests, the best training is found, of course, in the use of athletic events. To introduce the play element, however, "meets" and "tournaments," even of the small, informal sort, should be used. Group competition is especially valuable, as the backward and less skillful boys and girls will thus be brought in. Since their performances will add or detract from the record of the team, the more competent boys and girls on the team may be easily enlisted as coaches in preparation for "finals." (Chapters II and III of the handbook, *Recreative Athletics* *, on Group Athletics and Tournaments give excellent and practical suggestions.)

In the tests there is a grouping of events under four heads. The boys' tests are based upon: 1. Climbing, 2. Jumping, 3. Running, 4. Throwing; the girls' upon: 1. Balancing, 2. Running, 3. Throwing, 4. Skill in standard games.

The following games are suggested, reference being to Bancroft's *Games for the Playground, Home, School and Gymnasium* (Macmillan) and to Bowen and Mitchell's *Practice of Organized Play* (Barnes). Both of these should be in the possession of the play leader.

Boys

I. Climbing

Follow the Leader—Bancroft, page 89, and Bowen and Mitchell, page 2

All sorts of climbing stunts may be introduced in this game. Trees and fences may be used. If a bar or trapeze is to be used in giving the badge tests, have it ready in advance and suggest to the leader certain simple stunts on the bar, including chinning, as part of the game. Use also low limbs of trees and a rope fastened in a tree or one the climb short, tying a handkerchief around the rope eight or nine feet from the ground so that the actual climb need only be three or four feet.

II. Jumping

Introduce into Follow the Leader, the jump, either running or standing, across certain marked spaces. Have pits and take-off for the broad jumps and standards for the high jump on hand for stunt use. Boys always enjoy the variety introduced by the hop, step and jump, either standing or running start. (See *Jumps,* Bowen and Mitchell, page 23.)

Jumping Relay Race—Bancroft, page 117

Jump the Shot—Bancroft, page 122

Leap Frog—Bancroft, page 127 (see index also)

III. Running

All games of tag and all sorts of relays

Tag games, Chapter IX—Bowen and Mitchell

Tag—Bancroft, page 191 (see index also)

Shuttle Relay—Bancroft, page 173 (see index also)

Relay Races—Bowen and Mitchell, pages 34-42

Club Snatch—Bancroft, page 72

IV. Throwing

Duck on Rock—Bancroft, page 81—Bowen and Mitchell, page 96

Horse Shoe Pitching—Bowen and Mitchell, page 78

(These are two old and popular American games that will greatly interest adults as well as children.)

Roley-Poley—Bancroft, page 399

(Also called Hatball and Nigger-baby. Use a tennis ball.)

Girls

I. Balancing

Many stunts in *Follow the Leader* can be done on the balance beam which should be left where the children may have constant access to it. Let two girls start at different ends of the beam and work out some scheme of passing each other on the beam without stepping off.

II. Running

Use about the same games as for the boys. (Many of the games are adapted for boys and girls to play together, as for example in the relays on each team have boys and girls alternate.)

* This may be secured from the Playground and Recreaation Association of America, 315 Fourth Avenue, New York City, price $.50

Prisoners' Base—Bowen and Mitchell, page 101
Bancroft, pages 156-163
Pom Pom Pull Away—Bowen and Mitchell, page 97
Bancroft, page 149

III. Throwing
Dodge Ball—Bancroft, pages 363-374; Bowen and Mitchell, page 99
Bean-bag Board—Bancroft, page 304
Roley-Poley
Duck on Rock

See Boys' Games

IV. Skill in Games
For outdoor use with minimum of equipment, specialize on volley ball, which is intensely interesting to groups of various sizes. If a court is marked out and net and ball provided, you will have no trouble getting players.
Bowen and Mitchell—pages 130-133
Bancroft—pages 413-416

"Chicago First in the Air"

This is the slogan of a number of aviation enthusiasts in Chicago, headed by Terence Vincent, director of McKinley Park, who are arranging for a city-wide model airplane meet to be held in Chicago.

At a meeting of the Air Board held last February Mr. Vincent moved that "this Air Board encourage aviation in Chicago by cooperating with the several park boards in fostering a city-wide model airplane meet." Bion J. Arnold, president of the Air Board of Chicago, appointed Mr. Vincent chairman of a committee to take the matter in charge, to be assisted by R. W. Schroeder, former holder of world's altitude record and one of the first London-to-Paris-pilots, as the other member of the committee. Walter Wright, of the Bureau of Public Works, has offered the use of the gigantic auditorium on the municipal pier if needed for this city-wide meet.

Competitions will be held as follows: fifty yard straight speed flight, hand launched duration, scale models, original design models, and models powered with anything except rubber bands. The first four competitions demand rubber band engines; the last one may use compressed air, clock springs, miniature steam or gas engines.

Suggestions for Fall Activities

September, with a number of special days to be celebrated and with the opportunity it offers for outdoor sports and indoor activities, ushers in one of the busiest recreational seasons of the year. Autumn brings possibilities for outdoor and indoor fun surpassed by no other season.

A few suggestions for fall activties follow. Additional information and copies of the bulletins mentioned throughout this article may be secured from the Correspondence and Consultation Bureau of the Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

Holidays and Special Celebrations

Labor Day

On the first holiday of the fall season the weather is usually ideal for outdoor gatherings such as water carnivals, athletic meets, community sings and community picnics. A Labor Day Community Picnic is described in bulletin #263. Communities wishing to put on a pageant will find suggestive material in *A Tribute to Labor* (Bulletin #224) by May P. Harris. Price 10¢.

Columbus Day

Parades, field days, and pageants are features of Columbus Day celebrations which are popular. *Columbus,* a dramatic festival requiring the participation of between thirty and forty young people and thirty children is to be found in *Two Patriotic Pageants,* written by the English and History Departments of the New Jersey State Normal School at Trenton, N. J. Price $1.00

Hallowe'en

No other night in the year, except possibly Christmas Eve, is so much fun as Hallowe'en. Each year finds an increasing number of communities arranging Hallowe'en celebrations which not only do away with the danger to property and the delinquency which have in the past so often characterized Hallowe'en, but provide an excellent outlet for youthful pranks and for the enjoyment of the whole community.

A number of suggestions for community Hallowe'en celebrations will be found in pamphlet #286. Price $.10. The Eldridge Entertainment House, Franklin, Ohio, has published two booklets which are suggestive—*What to Do on Hal-*

lowe'en, price $.40 and *A Bunch of Stunts for Hallowe'en,* price $.75

Armistice Day

Simple ceremonies will probably be arranged by the American Legion in cooperation with community organizations. Bulletin C. O. #96, *Armistice Day Community Celebrations* suggests thirteen features in the celebration of the day. Lest We Forget, a program of addresses and illustrated songs with a sketch and a flag ceremonial, has been prepared by Elizabeth B. Grimball especially for the American Legion. Copies may be secured from the Bureau of Educational Dramatics of the Association for $.10 each. *Songs of the Service,* issued by the Bureau of Community Music for American Legion use, contains a number of songs appropriate for use in Armistice Day community singing (price $1.00 per hundred copies).

Thanksgiving

The delightful comedy, *The Three Thanksgivings,* which was written for the Association by Faith Van Valkenburg Vilas as a community play, has been produced most successfully by a number of communities. There are three scenes with a short prologue and epilogue. Only one setting is required. Twelve adults and eighteen children make up the cast. The play may be secured for $.25 from the Bureau of Educational Dramatics, which has also published a Thanksgiving program of songs, tableaux, recitations, once act plays and festivals. Price $.10

Pilgrim or harvest home festivals appropriately express the spirit of Thanksgiving. Among these are:

Faith of Our Fathers, by Annie Russell Marble. (A Pilgrim pageant especially adapted to Thanksgiving). Bureau of Educational Dramatics, Community Service, price $.25

Harvest Time, by Alice C. D. Riley (songs, recitations and dances for children's groups). John Church Co., 39 W. 32nd St., New York City, price 25¢.

Festival of the Harvest Moon, by Sue Ann Wilson. (combines recreation and pageantry). Woman's Press, 600 Lexington Ave., New York City, price 50¢.

Harvest Festival, by Mari Ruef Hofer. (uses large groups of school children). Clayton F. Summy Co., 64 E. Van Buren St., Chicago, Ill., price 75¢.

Social Activities

The Community Center

Whether a room in the town hall fitted up with a few game tables and a victrola, a school building which has been adapted for social center use, or a community building elaborately equipped for community-wide recreation programs, the community center is everywhere proving a genuine center of neighborliness and a channel for the expression of community life.

Rural and small communities contemplating building will find many helpful suggestions in the government pamphlet #1173—*Plans for Rural Community Buildings*—which may be secured for $.10. *Community Buildings for Industrial Towns,* published by the Association, price $.75, contains photographs, descriptions of a number of existing community buildings and plans and specifications for community buildings suitable for any type of community.

Practical Aids in Conducting a Neighborhood Recreation Center, a pamphlet published by the Association at $.20, contains a number of suggestions regarding administration and program. From the Recreation Department of the Russell Sage Foundation, 130 East 22nd Street, New York City, may be secured a number of publications on the use of school buildings as social centers.

Social Evenings

The social program of the community centers, giving as it does opportunities for adults to come together for social intercourse, is one of the most important features of the community center program. Community mixers, fun nites and play parties, under whatever name they may be held, provide opportunity for evenings of social games, stunts, dancing, community singing and dramatic activities. Some of the publications of special interest to community center workers and groups are:

What Can We Do? Games and activities for social evenings. Community Service, price 25¢.

Fun For Everyone. A pocket encyclopedia of good times. Community Service, price 50¢.

Comrades in Play. Describes leisure time activities which young men and young women can enjoy together. Community Service, price 30¢.

Producing Amateur Entertainments, Helen

Ferris. E. P. Dutton and Co., 581 Fifth Ave., New York City, price $2.50.

Social Games and Group Dances, Elsom and Trilling. Lippincott Co., Phila., Pa. price $1.75.

Ice Breakers and The Ice Breaker Herself. (price $1.35) It Is To Laugh (price $1.25) all by Edna Geister. George H. Doran Co., 244 Madison Avenue, New York City.

A number of bulletins issued by the Association which are suggestive along these lines are:

156 — Suggestions for conducting community dances
265 — Group games
296 — Suggestions for a party at home, school, or club
365 — Community days and evenings
467 — A progressive game party for adults
474 — Two "large-group" parties
507 — Community recreation parties in Lancaster, Pa.

Moving Pictures

The problem of securing moving pictures of a high artistic and moral standard rests largely with the communiy. A Better Films Committee working with the National Board of Review of Motion Pictures and with producers and exhibitors can do much effective work in a locality. A number of recreation commissions and other community groups own their own motion picture machines and exhibit films at schools and community houses. Special Saturday morning matinees for children are promoted by some of these groups. In Reading, Pa., the recreation commission shows films in hospitals.

A number of bulletins obtainable from the Association— C. O. 239, 239A, 239B, 239C and 239D—give lists of educational films available without charge. Bulletin C. O. 257 gives information regarding the obtaining of various types of portable and non-portable moving picture machines. *Motion Pictures for Community Needs,* by Gladys and Henry Bollman, published by Henry Holt & Company, New York, is a new book telling where films may be obtained and giving valuable information regarding equipment, rules of installation, principles of operation, care of films and suggestive programs.

Club Organization

The organization of clubs to meet during the fall and winter months brings together adult groups of similar interests and trains children for group action. Men's and women's clubs may be of a recreation and cultural nature, as literary and dramatic clubs and clubs interested in such phases of music as choral work, orchestra or band. They may be founded on a hobby common to a group, or they may have as their object bettering some part of community or civic life, as do Parent-Teacher Associations, Civic Clubs and Improvement Clubs. In some cities neighborhood work has been organized through neighborhood clubs, which meet for social activities and to discuss neighborhood improvements. The present widespread interest in wireless telephones has been responsible for a new type of club, the radio club. Bulletin 734 tells how information on community radio clubs may be obtained.

Boys' and girls' clubs may be formed in connection with national organizations which provide recreation and build for citizenship, such as the Boy Scouts, Girl Scouts and the Campfire Girls of America. The Playground and Recreation Association of America will send upon request a statement regarding national organizations which are promoting club work for boys and girls.

Physical Recreation

Outdoor

With the arrival of fall, baseball passes and football becomes the outdoor game of the season. Football, the game of the Universities, has not had the community appeal of baseball, but now that cities have been taking over the game as a municipal activity, it is on its way to a wider popularity. Soccer is a form of football that is widely played. Soccer leagues may be organized among grammar school and high school boys and a series of match games arranged. Hockey is an invigorating form of sport for both boys and girls. Full information regarding the game for girls will be found in Field Hockey and Soccer for Women by Frost and Cubberly. The ever popular volley ball, which may be enjoyed outdoors in the cool weather, makes the indoor court unnecessary.

The summer enthusiasm for horseshoe pitching bids fair to continue late into the fall. The National Horseshoe Pitchers' Association, with headquarters in Wilmington, Ohio—R. H. Howard, Secretary—will supply official rules and information.

Hiking

October's bright blue weather—and also September's sunshine and November's leafy pathways will bring out groups of ambitious hikers. Autumn is ideal for long mileage hikes as well as for the leisurely stroll that may turn into a picnic or a nut-gathering if the group desires. Directions for a surprise hike, on which groups plan episodes or stunts at intervals along the route, are found in Bulletin 549. Bulletin 720 outlines the program of one of the hikes enjoyed by the Community Progressive Hiking Club of Reading, Pa. Both short and long distance hikers will find much to help them in Bayard Christy's book, *Going Afoot,* Association Press, 347 Madison Ave., New York City, price $1.35.

Indoor

The indoor athletic team games, including basketball, volley ball, indoor baseball and bowling will start to gain momentum for the winter's series of tournaments. In industrial cities, Industrial Athletic Leagues for men and women employees are giving a large part of the adult population a chance to play. Church and Sunday School leagues are also reaching many people.

General Athletic References

Recreative Athletics. Community Service, price 50¢.

Handbook of Athletic Games, Bancroft and Pulvermacher. Macmillan Co., 64 Fifth Ave., New York City, price $2.00

Spalding's Athletic Library, a series of booklets giving the rules for various American sports. American Sports Publishing Co., 45 Rose St., New York City, price 10¢ each.

Basketball, by Emmet D. Angell (price 35¢). Basketball for Women, by Dorothy Bocker (price 35¢). Thomas E. Wilson and Co., 701-725 North Sangamon St., Chicago, Ill.

Basketball and Indoor Baseball, for Women. Frost and Wardlaw. Charles Scribner's Sons, 597 5th Ave., New York City, price $1.50

Some of the bulletins of the Association on the subject follow:

#523 — Plans for Athletic Programs
#528 — Organization of a Community Athletic Program
#260 — Educational Athletics, by Dr. William Burdick
#42 — P. R. A. A. Rules and Regulations for Playground Basketball League and Winter Baseball League. Sacramento, Cal.

Physical Recreation in Schools

Play periods at recess and at noon time and playgrounds for after school use not only keep school children in good physical condition but definitely increase alertness in class. The movement for physical education in schools has had such wide-spread results that thirty-two states now have compulsory physical education laws. The school play problem is also being solved in country districts. The little red school house is still far from extinct, but it is growing modern in its play and in its work. Intelligent supervision now makes the school yard a joyful and orderly community where directed games teach loyalty and team work. Among school play references are the following:

Games for Playground, Home, School and Gymnasium, by Jessie Bancroft. Published by Macmillan Company, New York City. Price $2.40

Games and Play for School Morale. Published by the Playground and Recreation Association of America. Price $.25

Preparation of School Grounds for Play Fields and Athletic Events. Physical Education Series #1. Department of the Interior, Bureau of Education. Published by the Government Printing Office, Washington. Price $.05

Athletic Badge Tests for Boys and Girls. Physical Education Series #2. Department of the Interior, Bureau of Education. Washington, D. C. Price $.05

Community Dramatics

The indoor amateur stage, neglected during the summer, starts its new fall season. Creating a world of make-believe romantic or comic or realistic—is an achievement in which all the community may have a part. Some may be interested in acting, others in costuming or scenery designing, while people who can handle practical details of stage managing, advertising and finance are very important to the success of community dramatics. Your community may discover prospective playwrights through a play writing or pageant writing contest, the winning

play or pageant to be produced by the community dramatic group.

The Bureau of Educational Dramatics of the Association will be glad to help community dramatic groups in every way possible. The lists of selected plays arranged by this Bureau will help to answer the question, "What Play shall we give." They include lists of plays suitable for high school production, a list of pageants, masques and festivals, and a graded list of plays for girls' and women's clubs. The demand for a selected list of plays and operettas for children has been so great that such a list has recently been prepared. The charge for each list outlined is $.10.

The handbook, *Community Drama,* price $.60, contains a wealth of material on play production given in compact, brief form.

Community Music

"A Year's Community Music Program" (C. S. #82) should be consulted for a systematic music schedule covering the three months of autumn. That period should cover both activities in preparation for special occasions and regular musical work carried throughout the season. The first class includes programs for three holidays as follows:

Labor Day. Let the music committee offer its services to the labor unions for the celebration. Suggest a musical pageant using various organizations and departments, for instance, "A Tribute to Labor." Have singing along the line of march, a band concert and singing at outings.

Columbus Day. Offer services of leaders and other volunteers to Knights of Columbus and other groups celebrating this holiday. Plan musical features for the dramatic festival "Columbus," mentioned under "Holidays and Special Celebrations."

Thanksgiving. Prepare special Thanksgiving concert with tableaux illustrating certain songs and instrumental compositions. For instance, "Many Thanksgivings," a sketch of the history of the celebration in various eras of our national life from Pilgrim days until now—each represented by appropriate music.

September should mark the resumption of organization activities after the summer vacaion. Hold the first meeting of the music committee and plan the autumn program. Reassemble the community chorus, orchestra and band. Call together the song leaders for a meeting at which new material is gone over and schedule of sings laid out. If a music memory contest is to be held in the fall rather than the spring, assemble the special committee and inaugurate the contest late in September. Prepare during each month for the succeeding month's activites.

October may be marked by harmonica contests —first the neighborhood contests and then the city-wide tournament. See the bulletin "A Harmonica Tournament," C. S. #176a, price $.10. Begin rehearsals for an operetta performance to occur in November. Lists of suitable operettas are given in the bulletin "Operettas for Amateurs," C. S. #160a, price $.05.

Expand the community's singing activity with the following: (a) a junior chorus sponsored by an adult chorus or other adult group; to reach the young people graduating from high school. See bulletin "Junior Glee Clubs," C. S. #173. (b) Organize a quartet to sing under the name of the local recreation organization; either male, female or mixed voices. Consult bulletin "Community Service Quartets," C. S. #178. (c) Encourage more congregational singing with the use of the Community Service sheet of "Community Hymns," price $1.15 per hundred, $11.50 per thousand, plus the postage. (d) Suggest to colored citizens the organizing of a large chorus. Suitable music for such groups is listed in the bulletin "Music Composed by Negroes," C. S. #168a, price $.10.

November may have as its feature a celebration of Armistice Day in cooperation with the American Legion. Organize a special program including dramatized patriotic songs found in the bulletin "A Festival of Freedom" (Revised), Price $.10. Also organize ukulele clubs among girls, utilizing the Revised Course in Ukulele Playing, price $.25, Supplement #1, price $.10, and Supplements #2 and #3, price $.15 each.

Educational and Citizenship Activities

Every community is interested in extending public education and promoting better citizenship. Fall is the time to start activities in this field. The publications of the Bureau of Education, Department of the Interior, Washington, D. C., will prove of value in arranging community educational work.

Night Schools

The experiment of Community Service of Yakima, Washington, in conducting a night school for boys who have had to leave school early and

go to work has been very successful. The boys chose their own curriculum, which includes general science, practical business and modern citizenship.

Americanization

Turning the foreign born into loyal and useful citizens is an important community task. Receptions and social evenings when new citizens are welcomed should be arranged. Foreign born groups have much to give to the community in their national songs, dances and handcraft. Exhibitions, pageants, and entertainments which give them a chance to contribute help to promote civic pride and a spirit of neighborliness among them.

In communities that have undertaken educational work for aliens, evening lessons in English and citizenship connect things to be learned with the immigrant's everyday experiences. Girls and women are taught sewing, cooking and care of children.

A list of material on Americanization follows:
Community Service Bulletins
345—Activities of the Americanization Society
547—California state program of Americanization through community organization
510—Education for citizenship
473—Community Service and the foreign born American

Publications of the Bureau of Naturalization, U. S. Dept. of Labor, Washington, D. C.

Among these, "Suggestions for securing and holding attendance of foreign born adults upon public school English and citizenship classes" is a new and particularly valuable pamphlet.

"The success of democratic institutions depends, in the long run, on *every* citizen's doing *his* best for the common welfare. Slackers and malingerers belong in a society based on slavery, not in a society of freemen. The progress of democracy depends on the successful development in all sorts and conditions of men of personal initiative, interest in the work that yields the livelihood, joy in work loved and ambition to excel in it. Every successful industry is characterized by increased production, not by diminished. Every effective and happy human being yields a similar result."

CHARLES W. ELIOT

What Activities Are Popular

The Playground and Recreation Association of Wyoming Valley, Wilkes-Barre, Pennsylvania, recently sent a questionnaire to the employees of fifteen stores in an effort to determine what leisure time activities they desired. The following list compiled from the replies will be of interest to recreation workers indicating the relative popularity of certain activities.

Basketry	56	Baseball	548
Basketball	509	Dancing	504
Tennis	238	Swimming	484
Corrective Gymn.	238	Skating	331
Hiking	237	Bowling	325
Dress Making	210	Social Club	211
Boys' Club Work	34	First Aid	166
Social Hygiene	32	Singing Club	160
Pottery	30	Costume Designing	153
Dramatic Study	27	Ukelele Club	121
Track and Field	11	Cooking	97
Shut-in-Service	9	Golf	91
Billiards	7	Glee Club	89
Song Leading	6	Dramatic Players	89
Interior Decorating	4	Millinery	79
Painting	2	Volley Ball	79
Chess	1	Girls' Club Work	69

Bullieve Me

(*Continued from page 326*)

courtings in my mind, my one request was this: Give girls who are poor, the equivalent of what rich girls get at dancing school, in dramatics, sports and games. Teach them how to entertain their beaux—beaux who are without money, without poise, and without words, but who long, like the rest of us, for beauty and romance. Teach them fifty-seven varieties of entertainment—by twos, by threes and roomfuls. Teach them how it can be done with more words and less "hugging." For they need to know—*bullieve me!*

Playground Activities For Adults

Activities for Older Girls and Women

Some Major Team Games

Among the best of the active team games for women is indoor or playground baseball, which may not meet with as immediate popularity as some other games, but which increases in interest as the skill of the player grows. Beginners in this game should be given athletic tests and games involving batting, throwing and catching playground balls.

Volley ball is considered an especially good game for adult women, as it is for men. Some practice is needed to control the serving and returning of the ball before the game becomes particularly enjoyable.

Field hockey has the advantage of giving an opportunity for vigorous runs to the women who are desirous of having a great deal of exercise, while in the positions of goal keeper and fullbacks there are opportunities for those who do not want hard running. The game is further desirable because it calls for cooperative play and specializations in playing positions, and is a splendid game for the fall months.

Some authorities consider basket ball a doubtful activity for women; others regard it as safe for limited use when played according to women's rules, with playing halves limited to six minutes and with a ten minute rest between halves.

If basket ball is not taught until after a group has developed some interest in volley ball, baseball or some other team game, there is not likely to be the danger of an over-emphasis on it to the exclusion of other games. The group will also understand better the idea of cooperative play in basket ball.

Track and Field Events

A large number of track and field events may be used for women. The following are given prominence because they lead to skill in team games:

Baseball batting and catching
Golf putting and driving
Running, shuttle relay, and base running
Soccer, goal kick and dribble tennis serving
Throwing:—
  Baseball throw for distance and accuracy
  Basket ball goal shoot
  Basket ball throw for distance
  Medicine ball throw
Miscellaneous Relays:—
  All Up Indian Club Relay
  Pass Ball Relay
Athletic Tests:—
  Individual and team tests

Hiking

Walking or hiking is important because it is, in most places, the one outdoor exercise that women can take during the greater part of the year. When nature stalking and scouting games are introduced, much interest is added to the hikes.

Water Sports

The fact that at all public bathing beaches middle-aged women are to be found in large numbers is proof of the popularity of bathing and swimming. Special attention should be given to instruction in swimming for those who do not know how to swim.

Winter Sports

Women should be induced to continue outdoor activities late into the autumn and through the winter season.

Joint Activities for Women and Men

In athletic games and sports between men and women competition is not intense except in such events as mixed skating and tennis doubles.

At game hours, social gatherings and picnics, many of the so-called "children's games" have proved popular. A County Superintendent in Pennsylvania reports that at his County picnic, Three Deep and Drop the Hankerchief are the most popular games for mixed groups. A leader must know his group, however, in introducing such games, as their success depends upon the spirit of the occasion.

Athletic Games and Sports

Golfing, hiking, skating, swimming and tennis are the most common athletic sports for men and women to enjoy together.

Group Games

Tag games may be used, such as Floor Tag, Handkerchief Tag, Hindoo Tag, Hip, Nose and Toe Tag, Statue Tag and Third Man.

Among the circle games which men and women may play together are Bull in the Ring, Center Base, Changing Places, Co-Ed Tag, played as is Hook Arm Tag, except that the players are in couples, Dangerous Neighbor, Do This Do That, Drop the Handkerchief, Flying Ball, Got Left, Hand Tag, Hound and Rabbit, Jumping Circle, also known as Snake in the Grass, and Slap Jack.

Among the singing games and dances which may be used are A Hunting We Will Go, Jolly Is the Miller, Pop Goes the Weasel, Swedish Weaving Dance and Virginia Reel.

Minor Team Games

Among these games are Automobile Relay, Fetch and Carry, Object Relay, Pass and Toss Relay.

Among the miscellaneous team games are Black and White, Crow and Cranes, Club Snatch, Day and Night Tag, Dodge Ball in marked off court, End Ball, Hand Baseball, Long Ball, Pin Ball, Prisoners' Base and Volley Ball.

Among the less vigorous games and stunts in which there is no running of any distance are Forty Ways of Getting There, French Blind Man's Bluff, and Guess Who. Relays include Clothes Pins, Hook Relay, and Pass Around.

Miscellaneous Activities for Men or Women

The following activities have a place in adult programs, either separately or jointly for men and women:

Art

Many people will find very enjoyable trips to Art Galleries with explanatory talks under the leadership of a thoroughly experienced guide or some representative of the Art Gallery. Photography and Sketching Clubs are also popular.

Leaders' Class

Both men and women who show ability as leaders should be urged to enter a class for leaders and to assist the play leader by leading nature hikes, clubs of various kinds, by telling stories and directing play for little children.

Parties and Picnics

Outdoor games parties and picnics give opportunity to vary the regular game hour by introducing novelty games and stunts. Picnics may be at the play center or at a distant park, beach or forest.

Teaching Home Games on the Playground

By Genevieve Turner Holman

One of the most valuable things the playground can do is to popularize games requiring no equipment or very little apparatus which children may play at their homes and nearby them. Such games should be of the kind to be played by a small group of mixed ages.

A few games which meet these conditions follow:

Games for Streets and Narrow Places

Group Games

Among the group games with individualistic competition are Hide and Seek, Hill Dill, I Spy, Drop the Handkerchief, Duck on a Rock, Hop Scotch, Statues and Three Deep.

Team Games

Organized ball games hold an important place among team games. Among them are Handball, of which Joseph Lee writes, "When handball was started at North End Park, Boston, it made a handball court of every blank wall in the district"; Hand Baseball, Kick Ball, Long Ball and Punch Ball.

There are, too, such miscellaneous team games as Black and White, Crow and Cranes, Handkerchief Snatch, Prisoners' Base, Relays, Potato Relay and other relay races.

Singing Games

Among the popular singing games are Bingo, Farmer in the Dell, Itiskit, I Took a Walk, Jolly Is the Miller, Oats Peas Beans, Pop Goes the Weasel, and Roman Soldiers.

Roller Skating

Roller skating is one of the few vigorous activities which may be carried on in city streets. Another is rope jumping, which is popular with girls.

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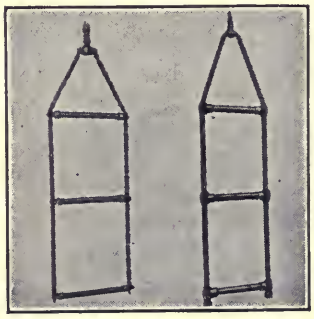

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Play in Porto Rico

Miss Helen Bary and Miss Martha Speakman, of the Children's Bureau, recently returned to Porto Rico to follow up the work. In a letter received from Miss Speakman, she says:

"I have been delighted with the splendid progress that the teachers have made with the playgrounds in the schools. The supervisors of schools have required that every class from the first to the sixth grade shall have a twenty-minute play period along with the regular work. The teachers plan the play and direct it. I find in visiting the schools that in many cases the teachers have made up new games or improved on the games they had last year in the play classes which we held.

"I am planning to continue these classes and to try to lay a firmer foundation. If possible, I want to single out some of the best teachers and give them special work along this line, as the general superintendent of physical education is asking in the budget for more positions for recreation supervisors throughout the island. It is, of course, all very primitive and vastly different from work in the States, but they have made a splendid beginning and I am much encouraged.

"A good deal is being done for the boys through baseball, basket ball and track meets, but not much has been undertaken for the smaller children and the girls. Yesterday the first track meet was held at the horse racetrack. The enthusiasm was tremendous, and there were about five thousand children in the grandstands cheering. They had a band from the Boys' 'Charity School' which played the most savage music I have ever heard. The boys who took part ran in their bare feet.

"The city of San Juan has bought about five hundred dollars' worth of apparatus and is planning to establish a playground for the next year."

Music, next to religion, is the mind's greatest solace and also its greatest inspiration. When you attempt to raise existence to a higher plane you must nourish the brain as well as the body. The man who disparages music as a luxury and non-essential is doing the nation an injury.

THOMAS A. EDISON.

From the Etude.

Laws protect workmen How about children?

Wire guards and cages protect the factory worker. But in many public playgrounds thousands of children dash about with no barrier between them and the constantly increasing hazards of automobile traffic.

Everywhere the problem of keeping children off the streets engages the attention of the public-spirited. The playground movement is growing rapidly, which brings with it the question of how to bottle youthful recklessness within safe bounds.

When you put up Cyclone Fence—specially built for the purpose—you do all that could be expected to minimize the danger. Your moral obligation in the matter ends. So, too, does the financial responsibility of your institution or city for street accidents.

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Cyclone National Fencing Service means far more than so many feet of "fence" delivered. It includes preliminary recommendations by specialists who have fenced hundreds of playgrounds and athletic fields—made without charge. It provides for expert supervision or complete installation, if desired, relieves you of all the details of plans and blue prints.

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The Question Box

QUESTION:—From a City Recreation Department—In order to provide sufficient play space, the city is contemplating opening a number of playgrounds without leadership. Please send us arguments for leadership which we can present to the city authorities.

ANSWER: Without leadership the public playground soon becomes a place of lawlessness and disorder. It becomes the congregating place of the idler, the undesirable, and the tough who drive out the younger children and the girls and monopolize the playground for themselves. Parents will not permit their children to go to a playground of this type; so the unsupervised playground defeats its own ends. Instead of providing a place where a large number of children will play, it becomes a place the majority of the children stay away from. Without leadership the playground frequently degenerates into a place where immorality is taught; vandalism takes place and damage is done to public property.

With intelligent leadership the playground becomes a constructive influence, helpful to the largest possible number of children and older people. Special spaces are designated for the small children, girls, older boys, and adults. Each group and individual is protected in his enjoyment of the playground. The idler is given something worth while to do as a member of a team. Games and activities are organized and adapted to the age requirements of the different groups. The playground becomes a place where the children know something is going on, and a place where they desire to come. Through practical experience playground leaders throughout America have found that the playground with leadership has a greatly increased attendance and is beneficial to the children; a playground without leadership is not well attended and is of questionable benefit. Children do not go to a playground simply because it is a vacant space or a place filled with apparatus; children demand constantly changing activities.

Play is educational, and a playground cannot succeed without a leader any more than a schoolroom or a church or a boy scout troop or a boys' or girls' summer camp can succeed without leadership.

The unsupervised playground cultivates the qualities of poor citizenship, while the supervised playground promotes good health, character, fairplay, citizenship, and best of all, adds infinitely to the joy of living.

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Book Reviews

PLAY FOR CHILDREN IN INSTITUTIONS. By Robert K. Atkinson. Published by the Department of Recreation, Russell Sage Foundation, 130 East 22nd Street, New York City. Price $.35

The Russell Sage Foundation is meeting a real need in the publication of this pamphlet, designed to emphasize the function and value of play, the requisites for play in institutions, adaptation of play programs to age groups, and the need for providing channels of expression for certain fundamental instincts. Workers in institutions will welcome this booklet as a guide in planning their play programs.

While the main purpose of the book is to apply the fundamental values of the play movement to institution needs and to show how important a part of the life of the child play represents, some practical material is given in the form of a bibliography and the Athletic Badge Tests of the Playground and Recreation Association of America, which Mr. Atkinson suggests will be found very valuable for institutional use. This pamphlet is the first of a continuous series of studies. Within a few months the Russell Sage Foundation will issue a book containing definite suggestions for games and activities particularly adapted to the needs of various types of institutions.

WHAT BIRDS HAVE DONE WITH ME. By Dr. Victor Kutchin. Published by Richard G. Badger, Gorham Press, Boston. Price $2.10

Here is a book about birds that is different. Dr. Kutchin writes of wild birds whom he has known, almost as intimately as one knows a pet canary or parrot. He tells delightful anecdotes of birds of field, forest and stream. He writes as a nature lover, not a scientist, and yet the work is scientifically correct. Dr. Kutchin makes one feel the emotional mystery in wild life as he tells of their traits, habits and beauty of plumage and song.

Visitors at Dr. Kutchin's summer home at Green Lake, Wisconsin, have often found him a picturesque figure standing in a grove near his house with chicadees, martins, and snow birds perching on his arms and hands feeding from a box of grain which he holds.

The play leader in search of stories which emphasize the protective attitude toward nature will find this book a rich source of material. It is a valuable addition for every playground library.

SCHOOL LIBRARY SERVICE. By Anne Thaxter Eaton. Published by the American Library Association, Chicago, Illinois. Price $.35

The planning and equipment of library rooms, the selection of the librarian and the operation of the library in the elementary, junior high and high school, are discussed in this forty-four page pamphlet. A bibliography and a brief statement of standards for school library development add to the practical value of the booklet.

Another aid to hostesses at parties of all kinds is extended in this helpful little book which is full of interesting suggestions for a Jack Frost social, an automobile party, an April Fool party, a Japanese Fete, an old-fashioned Hallowe'en frolic, and many others. New ideas will be found, too, in the section on stunts, while a third section describes devices for securing partners.

PARTIES AND STUNTS AROUND THE YEAR. By Era Betzner. Published by The Womans Press, New York City. Price $1.00

SOCIAL GAMES AND GROUP DANCES. By J. C. Elsom and Blanche M. Trilling. Published by Lippincott Company. Price $1.75

Here is a book which may well be in the library of every recreation worker. Published first in 1919, it has found a growing field of usefulness combining as it does social games and group dances for adults with singing games and dances especially adapted to children.

Social mixers and acquaintance games, parlor games,

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with pencil and paper and stunts comprise part one. A very valuable feature of part two, *Group Dances,* is the musical arrangement which accompanies each dance. This same practical feature, with the clear, concise directions which are given for the singing games and dances for children, makes part three exceedingly helpful.

STORY PLAYS. By Louise C. Wright. Published by A. S. Barnes & Co., 7 West 45th Street, N. Y. C. Price $1.00

Story Plays is the result of many years' experience in supervisory work with teachers and children in their games and story plays. The child's imagination and experience have been used as a basis for the building of many of these plays. At the same time, care has been takn to provide the types of exercises necessary to sccure the best physical result.

The plays are arranged for the first and second grades. They include plays for the various seasons, plays correlating with language work, those imitating home activities and industrial and surrounding activities, and plays suitable for patriotic and special occasions.

An interesting and valuable feature of the book is the description of a traffic game designed to teach children to observe and obey traffic signals.

SELECTED PICTURES. Compiled by National Committee for Better Films. Published by National Board of Review of Motion Pictures, 70 Fifth Ave., N. Y. C. Price 25¢

This list of selected pictures for the family program, young people and special entertainments, includes 703 films of a total of 1,574 reviewed during 1922.

"Not everyone will agree with all these selections," says the foreword, "but they represent the unbiased opinion of committees of varied personnel, constant endeavor on the service of the National Board to lay aside or allow for personal prejudices and view each motion picture with an eye to the merit it may possess. The Board recognizes that differences of opinion are bound to arise and final decision must rest with community groups."

One of the most valuable features of the catalog is its designation of age suitability for each film listed. Over three hundred films suitable for young people are especially marked, thus affording a guide to the selection for pictures for young people's entertainments and for the patronage of children as supervised by careful parents. These are the ideal family group films which everyone can understand and enjoy. Only eight of the films listed in the catalog are advised for strictly adult audiences only.

The catalog ocntains the name and address of the producer or distributor from whom each film can be obtained, the number of reels, the star or stars, a brief description or characterization of each film and the published source when not based on an original scenario.

CATALOG OF LITERATURE FOR SUPERVISORS OF YOUNG WOMEN AND GIRLS. Compiled by Anna Eloise Pierce. Published by H. W. Wilson Company, New York

A number of additional subjects appear in this, the second edition of the catalog, which has been published in a greatly enlarged form. The recreation and social life of the girl is stressed, and mention is made of many books and articles relating to recreation. More than two thousand titles appear in this comprehensive and well chosen bibliography.

GOLF GUIDE FOR 1923. Spalding's Athletic Library. Published by American Sports Publishing Company, 45 Rose Street, New York City. Price $.25

A new and acceptable feature of the 1923 Golf Guide is the section given to solving problems of the game and unraveling of golf knots. Mr. Crafts Higgins is the Houdini of golf who has shown how to get out of problems when you get in and how to keep away from them by informing yourself on possible problems in advance. The detachable rule book is another feature which will be greatly appreciated by golfers.

FOR FESTIVALS

FOLK FESTIVALS and the FOREIGN COMMUNITY

By Dorothy Gladys Spicer.....$1.50

This book contains among its four pageants a most charming and appropriate autumn festival, The Feast of The Ingathering. Its directions and excellent bibliography will appeal to recreation leaders.

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NATIONAL COSTUMES of the SLAVIC PEOPLES

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THE WOMANS PRESS

600 Lexington Ave. New York, N. Y.

Art Education. By Royal Bailey Farnum. Bureau of Education, Department of the Interior. Bulletin 1923 No. 13. Government Printing Office, Washington, D. C. Price $.05

Leaders in the recreation field who are urging the development of art appreciation in children will be interested in the findings of the report on art education which realization of the great importance of art in civilization, and there is no doubt of increased art activity in education."

Educational authorities are recognizing the citizenship building values of art appreciation. "The real work of the art teacher in public schools," writes one authority, "is to provide experiences to the children which shall lead them to the appreciation of beauty in nature and art, thus enriching their lives and making them better citizens." Says another, "Health, worthy home membership, citizenship, worthy use of leisure, and ethical character are objectives common to art and industrial arts as to all types of general education."

"Every child," Joseph Lee has said, "has the right to be exposed to art." That America is entering upon an era in which this may come true is the encouraging note sounded in Mr. Farnum's report.

Folk Festivals and the Foreign Community, By Dorothy Gladys Spicer. Published by The Womans Press, 600 Lexington Avenue, New York City.

"Through the medium of the folk festival," says the author, "we in America may preserve much of the mysticism, of the idealism and beauty of other peoples."

The origin of the folk festival, its usefulness and its value as a resource which should be preserved for our own cultural development, are discussed in this delightfully written book. Chapters on the technique of folk festivals, on festival experiments in foreign communities, together with four seasonal folk festivals which may be given in this country, will commend the book to the community worker or dramatic specialist who appreciates the value of utilizing the talents of foreign born citizens in a way which will mean self expression to them and to us the enrichment of our art life.

Recreation Suggestions. An outline of Plans for Recreational Activities has been published by the United Society of Christian Endeavor. The point of view is not only to suggest ways in which the social committee of an Endeavor Society may organize the recreation of the Endeavorers, but to show how the Endeavorers may create a new spirit in many communities and may share in the organization of the community recreation. The Christian Endeavor Societies and other similar organizations in all of the various religious groups have a great opportunity not only to serve their own members, but through giving attention to the training of individuals for the right use of leisure, to help in building the new America.

Community Value of the Consolidated Rural School. By Augustus W. Hayes. Research Bulletin Number 2. The Tulane University of Louisiana, New Orleans, La.

A consideration of recreation facilities and activities in the consolidated rural schools of Alabama, Louisana and Mississippi forms an important part of this pamphlet. As a result of the study it was found that the consolidated rural schools of these states are falling far short of the requirements suggested by the Bureau of Education of at least ten acres, preferably more, to provide space for garden and farm demonstration plats, ample playgrounds for the smaller children and space for games for the older children and adults.

Only 56.6% of the school, it was shown, had athletic fields; 13%, bleachers; 82.6%, basket ball goals; 2.2%, football goals; 76%, baseball diamonds; 26% tennis courts; 13%, recreation instruction regularly provided, and 6.5% a recreation instructor leading in community recreation life.

Basket ball, the report states, seems to be the one preeminent game played at consolidated schools. . . .

"Definite training of teachers by properly qualified recreation or physical culture teachers is just commencing to be in evidence in a few parts of the three states studied. Great values will undoubtedly come from a larger development of this feature of the consolidated rural school organization. . . . A trained teacher in the community can lead in developing and staging adult recreation events and it should be looked upon as a most desirable asset. The consolidated school, by virtue of its size, may well afford to employ such a person. . . . Recreation life in the country and in small towns needs to be stimulated, developed and discussed to definite ends. Local plays, pageants, community events and the like need to be brought to light in a real and vital manner so as to awaken to the point of functioning the more or less dormant play instinct of adult country people.

"It may require considerable time to provide regular recreation directors for rural districts. Through the consolidated rural school organization, however, the part time services, at least of a trained instructor, may become available to the community at large by a proper division of his time between the school and the community."

Leading Facts for New Americans, by Ralph P. Boas and Louise S. Boas. Published by the American Book Company, New York City

The aim of this book is to give classes in English varied and interesting material for reading, composition and conversation. The lessons also provide numerous opportunities for teaching simple history, geography, civics, hygiene, elementary science, economics and biography. While the book is primarily a reader for intermediate and advanced classes in English, it is also a means for helping students to a broad understanding of

American life. The latter part of the book is devoted to suggestions for teachers.

COMMUNITY EXTENSION. University Series #229. Extension #67. Prepared by Joseph Ernest McAfee. Issued by the University of Oklahoma, Norman, Oklahoma

This pamphlet is designed to serve as a manual for those who are conscious of the new obligations of citizenship. It tells of the plan of the University to help local communities in problems of community life and outlines some of the community forces, such as the school, the civic center, the library which must enter into a community-wide plan.

SPALDING'S ATHLETIC ALMANAC. Published by American Sports Publishing Co., New York. Price $25

The 1923 Almanac which has recently appeared contains a fund of information on all American track and field events, records achieved in sports of various kinds, championships meets and Olympic games. Complete track and field records are to be found in this booklet.

FOLK-GAMES OF JAMAICA. No. 1. Publications of the Folk-Lore Foundation. Collected by Martha W. Beckwith, with music recorded in the field by Helen H. Roberts. Published by Vassar College, Poughkeepsie, N. Y.

The folk games preserved in this collection, although taken down entirely from negroes in the country districts, come for the most part from old English and Scotch rather than from African sources. Today these folk games are giving place to more modern amusements and are being abandoned for field sports and the latest dancing steps. Nevertheless, the games which appear in this booklet are still known and played in Jamaica.

In addition to the folk games recorded which are, for the most part, singing games, there are some very interesting descriptions of the celebration of special holidays and "tea-meetings" and of weddings and funerals in which the playing of social games has an important place.

SECONDARY EDUCATION IN 1921 AND 1922. Bulletin 1923, No. 12. Bureau of Education. Compiled by W. S. Deffenbaugh. Published by Government Printing Office.

This resumé of the growth of secondary education is full of interest, not only to the educator but to the worker in the leisure time field who is cooperating with the schools in the development of recreation. "One of the hopeful signs in secondary education is that numerous activities that assist in developing the intellectual, physical and social needs of the problems are being introduced. These activities are usually termed extra-curricular, but some of them tend to develop the pupils more than some of the regular curricular activities in that they make the school work more vital."

This is one of the significant statements appearing in the discussion of the curriculum of the secondary schools. There is also cause for encouragement in the statement that more schools are planning programs of study that consider the present and future needs of the high school boy and girl and that are giving more attention to the results actually obtained.

LET'S PLAY. By Edna Geister. Published by George H. Doran Company, N. Y. Price $1.25

In this, her latest book on games, Miss Geister has gone into the field of children's games and made a helpful contribution which will be greatly appreciated by mothers, teachers and leaders in children's activities. Many suggestions for games and activities are offered under the headings—

Races for in or out of doors, including roller skating races
Active and quiet games for small groups
Indoor games for either large or small groups
Out of door parties and picnics with games for large and small groups
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315 Fourth Avenue New York City

THE COMMENCEMENT PROGRAM. Volume 2, #10. Extension Bulletin University of North Carolina, Chapel Hill, N. C. Price $.50

Suggestions are to be found in this booklet, compiled by Professor H. D. Meyer of the University faculty, not only of general plans and committee organization for commencement programs but on such recreational features of the program as plays, pageants, games, drills, folk dances and field day events. Simple programs are outlined and suggestions given for programs for group-center commencements.

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People's Home Journal	$1.25	Our Price
McCall's Magazine	$1.00	$3.50
Progressive Teacher	$2.00	Our Price
Radio News	$2.50	$4.00
Progressive Teacher	$2.00	
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The Playground

Vol. XVII No. 7 OCTOBER, 1923

The World at Play

Katrina Trask Alliance in Beautiful Pageant.—Celebrating the birth anniversary of Katrina Trask (Mrs. George Foster Peabody), the Katrina Trask Alliance presented in Congress Park, Saratoga, New York, the Forest Princess, by Constance D'Arcy Mackay. Fully a thousand people encircled the hillside near the Katrina Trask Gateway, just below Katrina Trask House and Recreation Hall. The Pageant was beautifully done and seemed exceptionally well chosen to mirror the characteristics which predominated in the life of "The Ladye of Yaddo."

Katrina Trask House and Recreation Hall was opened last fall under the auspices of Katrina Trask Alliance with an attendance of about 350, including employees of the Clark Textile, the Van Raalte Company, the Harvey Company, the New York Telephone Company and representatives of nearly every business house in the city, besides many mothers and home women. At that time both Mrs. W. H. Moody, President of the Board, and George Foster Peabody, donor of the building, expressed the hope that the activities of the building might help to perpetuate the neighborly spirit of Katrina Trask. Mrs. Moody said in part.

"It is especially gratifying that this first building which has belonged entirely to the women of Saratoga Springs should be a memorial to a beloved woman, who for many years made our city, its people and their welfare the object of her particular solicitude. Although illness confined her for many years to her room, pain and suffering never caused her to forget her neighbors and to Katrina Trask, her neighbors were in every household in this city and their joys and their griefs were close to her heart.

"Ruskin says: 'The path of a good woman is indeed strewn with flowers; but they rise behind her steps, not before them. Her feet have touched the meadows, and left the daisies rosy.' Such is the simple knowledge Saratogians had of Katrina Trask—not as the writer whose words were read world-wide, nor as the student, but as the good woman whose path was strewn with flowers of kindness to her neighbors—men and women of Saratoga Springs."

Americanus.—Among the mammoth pageants of the summer was Americanus presented in the stadium of the University of Washington at Seattle. Upon the theme, "Greater freedom lies in the way of peace," Edmond S. Meany and Montgomery Lynch, authors, have staged significant episodes of American life. Ten thousand participants unrolled the pageant before an audience of 30,000.

Summer Dramatics in Oakland, Cal.—The Oakland Recreation Department has a Bureau of Educational Dramatics, Folk Dancing and Storytelling which played an important part in the summer program. Between June 9 and August 18 eleven matinees were given at the playground theater and twenty-seven plays were presented in which 227 children from twenty-one playgrounds took part. In addition, folk and dramatic dances taught on the playgrounds were presented at the matinees. As a climax to the season of folk dancing came the folk dance festival in which 230 children took part in sixteen national dances. Two storytellers visited sixteen playgrounds weekly.

Among the plays presented at the playground theater were *May's Flower Garden, Sir David Wears a Crown, Heroes of the Revolution, Three Wishes, Golden Goose, Red Riding Hood,*

Cinderella, Blue Beard, Jack and the Bean Stalk, The Elves and the Shoemaker, The Princess Who Hid Her Shoes, and others.

New Citizens Dramatize American History.—An interesting ceremony took place on July Fourth in Oakland, California, when the students in the Naturalization and Americanization classes of the evening high school presented a dramatization of the Continental Congress and the Declaration of Independence. The dramatization was given under the auspices of the Independence Day Program Committee, the Grand Army of the Republic, the United Spanish-American War Veterans, the Veterans of Foreign Wars and the American Legion. Students of more than twenty different nationalities took part, the average American education of the participants being less than three years. The costumes worn were all made in the evening school classes in sewing and millinery.

The Boys' Band at Camp.—The Community Service Boys' Band of Elmira, which is making for itself an enviable place as a community asset, went camping last summer ninety-eight strong, with a number of Boy Scout officers and Community Service members. Every hour of the day was devoted to some form of activity, such as swimming, volley ball, basket ball and other games. Two hours each day were devoted to band practice. While the boys were in camp they gave two concerts attended by people from neighboring towns.

Michigan Music Teachers Endorse Community Service.—At the annual session of the Michigan Music Teachers' Association in Bay City, Michigan, June 26-28, a formal endorsement of the aims and methods of Community Service in its musical activities, was passed.

Fiddlers' Contest.—*Sally and Her Crippled Chicken,* played by Henry Taylor, a farmer from Cairo, Missouri, won the prize at the fiddlers' contest held in Paris, Missouri. The second prize went to Mrs. Lou Waterman, of Ozark, wife of a Baptist Minister. Mrs. Waterman had to travel two days to get to the contest, but her fiddle cheered her on the way.

More than a local or State interest should center around such an event, for the old dances and the tunes are a part of the folk art of our country, which we are in danger of failing to perpetuate.

Where Do We Go from Here?—Commenting on the opening of New York City's sixth season of stadium concerts, the *Boston Herald* of July 16th said:

"We are just beginning to realize the great charm of outdoor entertainment at this time of the year. Concerts, pageants, the drama, the movie, dancing, even prize fights out of doors, have an atmosphere which no amount of skill can shut within four walls. Many more than 12,000 enjoyed the municipal band concerts in Boston yesterday. After all, the great majority of us stay at home, voluntarily or perforce, in summer. In every large city there is an immense audience waiting for the right kind of open air diversion at night. The beaches, the girl-and-music shows and the moving pictures do not fill the void. The New York experiment and similar attempts in Boston and other metropolitan centres are hopeful signs that we shall yet find the solution to the interesting little problems which must first be solved, those of transportation, accessibility, scale of admission prices and form of entertainment.

Music for the Children of Hollywood.—An interesting movement to bring the best music to children has been successfully inaugurated in Hollywood by the creation of a special fund to defray the expenses of a series of orchestral concerts. The concerts will be held in the Hollywood Bowl under the direction of Emil Oberhoffer. Douglas Fairbanks, Jr., was host to fifteen thousand children at one such event, a feature of which was a brief music memory contest in which the Dvorak Humoresque was the most readily identified composition.

Mae Murray, motion picture star, who helped make the fund possible, when asked the reason for her interest in the project, said, "If you'd learned to dance by following the hand organ in New York, knowing that a strict grandmother was going to punish you as soon as she caught you; if you'd saved your pennies week in and week out to slip away to hear the music in the Metropolitan Opera House; if you'd 'bootlegged music' in a family who thought dancing feet a sin and rhythm

a vice, you'd know what fun it is to give other kiddies a chance to hear music without such labor."

Might not the present day generation of children have more of a chance if all of us could remember some of the longings of our own childhood which, for some reason, could not be expressed?

Municipal Bands.—In North Dakota and in South Dakota the state laws permit municipalities to tax themselves one mill for the development and maintenance of municipal bands. Mitchell and Aberdeen have thoroughly trained band leaders who are paid a yearly salary and the players are all paid a definite sum for rehearsals and public performances. They are put under definite discipline which requires them to keep up to a high mark.

Moving Picture Party.—Monroe, Michigan, Community Service, was host to 779 children at a theatre party July eighteenth. Tickets were distributed by the five play leaders on the three playgrounds.

The Enrichment of Rural Life.—*Rural Planning—The Social Aspects* has recently been issued by the United States Department of Agriculture. In this bulletin the author, W. C. Nason, has described the successful attempts of a number of rural communities "to discover the beautiful in nature and to reveal it and to influence the production of beautiful things in public places." The accounts of parks acquired and improved, playgrounds and picnic places developed, community centers erected, river banks and roadways beautified, and civic centers established are records of unusual community achievements. These community projects are not discussed from the economic or technical standpoint but rather from the human side and the author points out that perhaps their greatest benefits have proved to be the enrichment of rural life and the development of a wholesome community spirit.

A Living Memorial.—Many children of Terre Haute, particularly those who are in institutions, are jubilant today over the gifts of apparatus and play equipment which Mr. and Mrs. George Krietenstein have made in memory of their son, Carl, who loved children.

At the day nursery, twenty-one little children are rejoicing over the slides and swings which have been installed. The Rose Orphan Home has a coaster slide, giant stride, seesaw, horizontal ladder, merry-go-round, ocean wave, and various kinds of swings. The Glenn Home has been equally fortunate.

In addition, plans are under way to turn Jockey Alley, once the most famous rendezvous in Indiana for horse traders, into a playground. Mr. Krietenstein has offered to equip it with apparatus, and the Park Board will provide leadership.

A further gift of Mr. Krietenstein is a camp for the Boy Scouts.

A Quick Response.—Goldsboro, North Carolina, determined to have a memorial community building and decided upon $25,000 as the goal to be reached. At the end of the second day, the canvassers found that $31,000 had already been raised. Upon this discovery it was unanimously decided that the goal would be raised to $35,000.

Two Months' Accomplishments.—Plainfield, N. J., has joined the ranks of the cities providing year round recreation. Early in June Mr. F. S. Mathewson became the director of the Public Recreation Commission which is in charge of the work.

On July 31 Mr. Mathewson reported the organization of thirty baseball teams for men and boys, each of the teams having a list of fifteen eligible to play. The three adult leagues are all self supporting, buying their own bats, balls and equipment and paying the umpire's fees. A horseshoe pitching tournament has been organized among the Bible classes of the city with a total of about one hundred men entering into the activity. In addition, four public tennis courts have been opened.

Increase in Use of Athletic Badge Tests.—In May, 1923, the Association sent out 1,766 badges for girls, 2,025 for boys. This means that the total number of girls' badges distributed in May is about 70% of the year's total for 1922; the total number of boys' badges for May is 50% of the 1922 total.

The tests for boys and girls have been published by the Bureau of Education as Physical Education Series No. 2. The publication

of the badges by the government will help greatly, it is believed, in furthering the use of the tests.

Edward T. Hartman Back in Massachusetts.—Edward T. Hartman for a long time Secretary of the Massachusetts Civic League and recently Managing Director of the Child Federation in Philadelphia has now been appointed Field Secretary on Housing and Town Planning for Massachusetts. Mr. Hartman will help local planning boards in dealing with their special problems.

N. E. A. Resolution.—"The National Education Association urges that adequate provision be made for the organization and supervision of courses in physical education and recreation in all elementary, secondary, normal schools and colleges of this nation. The purpose of such education includes the correction of physical defects and the development of useful bodily and mental habits through socialized recreation."

Davenport's New Natatorium.—It cost approximately $120,000 to build the new natatorium which occupies a city block in Davenport, Iowa. The tank is 100 by 240 feet and there is a house with dressing rooms for both men and women, showers, toilets, heating equipment and laundry. The entire plant is enclosed by a high brick wall. The water is kept clean and pure by means of a large pressure filter chlorinating machine cleaning the pool and a 1900 foot deep artesian well which constantly flows into the tank.

The general admission charge of 10 cents pays for the use of a dressing room, checking privilege, hot showers which are required, and a swim. Suits may be rented for 10 cents and towel and soap for 5 cents. The receipts are paying operating expenses. Children under sixteen are admitted free of charge every morning.

Johnstown Goes A-Swimming.—The swimming pool at Johnstown, Pa., has had a record breaking attendance.

"During the month of July," writes Leo J. Buettner, secretary of the Municipal Recreation Commission, "the total attendance was 12,404. Of this number 6,738 were children in attendance at the free sessions in the mornings during a period of twenty-six days. During these morning sessions, the children will first get setting-up exercises and are then taught to swim properly. It is a wonderful sight to see from two to five hundred children lined up around the pool going through these exercises. During the afternoon and evening periods, when adults are charged 20c and children 10c for the privilege of checking their clothes and belongings, 1,478 adults and 4,188 children were in attendance at the swimming pool. These figures include Sundays, when the swimming pool is open from two to six."

The Playground Post.—The Junior edition of the *Playground Post*, the first number of which appeared on July 7, is an enterprising sheet of interest to the children and adults of Baltimore. In view of the fact that the Playground Athletic League now has a total of seventy-two playgrounds operated for children ten years of age and under, the *Post* has a large field of service.

Home Products in Carbondale.—Lantern evening at Carbondale, Pa., brought out five hundred children who paraded their home made lanterns with much pride. A wind mill carried by one group was symbolic of the one mill which the citizens interested in recreation want added to the tax rate for the maintenance of playgrounds.

The children of Carbondale are now the possessors of a twenty foot slide constructed at a cost of less than $20 but at the expenditure of much thought and labor on the part of a number of members of the Community Service neighborhood committee.

Youthful Sculptors.—One of the features of the playground program at Hagerstown, Maryland, is clay modeling with plasticine, a soft mud in all colors. The children are first taught to make forms with wire; then with plasticine they mold and shape animals, figures and articles of various kinds.

Playground Government.—Junior citizens are functioning on the Clarksburg, West Virginia playgrounds. The boys and girls are dividing the honors evenly. On one of the grounds there are a chief of police and two patrolmen, a city engineer in charge of the care of apparatus on the playground, a director

of recreation who sees to it that the playground teams line up promptly for tournaments, a health officer who has selected a city nurse to take charge of first aid at meets and a sanitary officer whose first campaign—a drive for clean faces—has met with great success. A city council and a House of Representatives and Senate are in charge of policy making and planning.

Community Service Becomes Municipal.—Portland, Oregon, Community Service has become a department of the city, merging the city playground work and the community service activities. A new department of the park bureau, known as the playground and recreation division, headed by John C. Henderson, the former community service executive, will carry on the work, with less duplication and with full city authority.

Surprise Day on the Playground.—In Haverhill, Massachusetts, Wednesdays are left open so that each playground may plan its own program. One active playground has had a series of interesting clown stunts and similar events. On a recent cool afternoon a box of marshmallows was purchased at wholesale and sold to the children at eight for a cent to be toasted in the fire. On another afternoon frankfurters were purchased at wholesale prices and sold at the rate of two for a penny. With potatoes roasted in the playground fire, the children had a happy time. A bacon bat was another special activity which was at this playground. For the newsboys who were obliged to leave before the hour for "eats," the play leader planned a special breakfast hike.

Not so Easy as it Looked.—Dr. Walter Kennedy, vice-president of the Parks and Playgrounds Association of Montreal, writes of a famous baseball game in which a group of business men, members of St. James Club, were the challengers—the boys of the Stephens Estate Playground, the challenged.

At five o'clock sharp, nine stalwarts from St. James Club entered the grounds accompanied by their supporters and headed by their mascots—a couple of geese. The captain, Mr. Walter Ramsay, immediately entered into conference with the captain of the boys' team who generously allowed the men to bat first. And then the fun commenced!

Being absolutely confident of their prowess, it had previously been decided by the club men to let the boys down easy. But the game had not proceeded very far before it became a case of the grown-ups fighting for their lives. Captain Ramsay decided to bat first to show his team how it should be done. If the ball had been the size of a balloon he might have sent it out of the lot, unfortunately, it was not, and he was fanned out, to the great delight of the boys and the consternation of his team. But the other club members were little better, and no runs were scored.

And then came the boys' turn. The first ball over the plate was sent out of the lot by Tony, and this wasn't the last homer for the boys, who were not retired until the side had reached a score of nine. Two more innings were played, but the club men could only manage to get two runs, while the boys ran up a score of thirty.

It was a great game and gave delight to young and old, to players and spectators.

Recreational Needs in St. Louis.—The annual report of the Division of Parks and Recreation of the Department of Public Welfare, St. Louis, shows a remarkable growth in the use of the recreation facilities provided by the city. So great, however, is the need for additional facilities, states Rodowe Abeken, Superintendent of Recreation, in his report, that the recent bond issue of four and a half million dollars will only temporarily relieve conditions. All recreational facilities, Mr. Abeken estimates, are over-taxed, on the whole, at least 250%.

Money for Recreation in Corry, Pa.—The City Council of Corry has voted one-fourth of a mill for recreation in 1924, and the School Board has increased its appropriation to $1200. These funds and others secured by private subscription will be administered by Corry Community Service.

Playground Circuses Popular.—A three ring circus witnessed by six thousand people was the culmination of the playground season at Reading, Pa. Trained animals, clowns, acts by a troupe of professional acrobats whose homes are in the city, dances and stunts of all kinds made up the program. The parade which preceded the circus was complete in

every detail. Motor vans, the use of which was contributed by local business men, were converted into band wagons and animal cages, and the procession was led by mounted police.

In Haverhill, Mass., the parade which was arranged as the closing event of the playground season was led by the playground marshals, city officials and no less a person than the mayor of the city, followed by a bevy of clowns and costumed children carrying their playground banner. A hurdy gurdy proved an excellent substitute for a calliope. The circus itself was a series of thrills. The children of the playground had planned it all, and the show announcers, the barkers, the ring masters and the performers were all chosen from playground circles.

Their Own Playground.—Italian fathers of Portchester, New York, under the leadership of Miss Rosalind Reiman, Recreation Superintendent, have made and installed equipment for a playground in the Purdy section of the city. Much of the material used in the construction of the playground was contributed by local merchants.

An Asset.—The Chamber of Commerce of a mid-western city recently got out a folder—Facts About Our City—listing first of all in largest type **People United in Community Service.**

"Before and After" in Passaic.—On June 19th there might have been seen in Passaic, New Jersey, a tract of land composed largely of a small forest of trees and tangled underbrush which had for some time been a hangout for boys who were known as truants and young bandits.

On July 9th, the observer would have seen this tract of land occupied by an equipped playground. The Boy Scouts started the work of clearing off the brush and with the aid of several high school boys soon changed the whole nature of the land. The playground is so located that it is serving a large factory population. The Recreation Board, of which Reeves B. Harris is superintendent, has placed two directors in charge of the ground.

During 1922 the city of Passaic operated two playgrounds and one indoor swimming pool. This year, through the action of the Board of Education in making school yards available, there are seven playgrounds, three athletic fields and a large indoor swimming pool in charge of the Board.

Community Service Tennis.—New Haven Community Service secured the use of three tennis courts at a nominal charge and through an appeal in the local bulletin obtained a supply of used raquets for lending.

Fathers and Sons.—The Y. M. M. I. A. program provides for an annual summer outing for fathers and sons in each ward or stake in Salt Lake City. An attractive bulletin giving reasons for promoting the outing, a suggested program and a brief report form helps to stimulate the various stakes to plan and carry out the celebration.

Retrogression?—A number of community workers have commented upon a tendency away from Safe and Sane Fourth of July Celebrations. If such a tendency is widespread leaders should be planning through the year for an adequate celebration holding the gains made in the last decade for a rational and dignified observance of our national holiday. These gains represent a triumph of organized recreation. They should not be easily surrendered.

Boston maintains a Public Celebration Association, which works with the city officials on all such occasions. It thus gains, of course, cumulative influence.

One hundred thousand people sang together on Boston Common in the evening last Fourth. An illuminated parade of decorated canoes, dance features and a patriotic finale, "Our Flag in History" filled out the program. There was a brief display of fireworks at the very end.

Many other cities have been successful in this problem. THE PLAYGROUND will welcome suggestions.

"Play is a spiritual tonic. It gives zest to all of life. The child who has not learned the secret of play has missed something of very great importance from his life."

"We have been slow in discovering that play is a most essential factor in God's plan of making men and women out of boys and girls."

Resolutions by the Playground and Recreation Association of America

Relative to
THE DEATH OF PRESIDENT HARDING
and his Services to the Recreation Movement

WHEREAS President Warren G. Harding continuously during his term of office manifested a keen and sympathetic interest in community recreation and repeatedly in public addresses spoke of the vital importance of increasing the opportunities through play for the greater happiness of all of the men, women and children of America; and declared that the time ought to come when a part of the money now being expended in keeping our country prepared for war should go for the building of the more universal happiness of the people: and,

WHEREAS for two successive years President Harding gave official recognition and sanction to the recreation movement by designating a National Play Week, thus emphasizing his repeated declarations as to the need for general participation in play and its constructive values in building for the happiness and health of our citizenship; now, therefore,

Be It Resolved that in the death of President Harding the Playground and Recreation Association of America recognizes the loss of a sincere and powerful advocate of recreation, and gratefully acknowledges its appreciation of his signal service to the cause through sympathetic and constant cooperation in promoting community recreation as a means toward a happier and stronger citizenship.

President Harding frequently expressed his sympathy with the aims of the leisure-time movement. In 1922 and 1923, he wrote to Joseph Lee, President of the Playground and Recreation Association of America, commending the Play Week sponsored by the Association. These letters were published in THE PLAYGROUND at the time. Upon the occasion of the Recreation Congress in Atlantic City, October, 1922,

President Harding wrote as follows:

The White House
Washington

October 5, 1922

My dear Mr. Lee:

I will be glad to have you convey for me an expression of endorsement and encouragement to the delegates who will gather for the National Recreation Congress on Monday next. The growth of organized activities and instrumentalities for proper public recreation has been one of the notable incidents of recent years in this country and in efforts for further expansion along this line I feel that your organization is entitled to the utmost encouragement and approval.

Sincerely yours,
(Signed) WARREN G. HARDING.

At another time he said, "I hope to see a Republic where every citizen can find an opportunity to play a little."

"I would like to have a little less, or much less, destruction and more resources for construction in America. I would like to have less of toil to maintain armies and navies and more of play to hearten the American people. I don't believe the best of success comes out of the constant grind. I would like an America where there is some becoming leisure and opportunity for recreation, not for just a few people, but for a fortunate American people in which all may participate.

One very touching incident of President Harding's abiding interest in play and boys is that of a Washington boy who wrote asking the President to come to a ball to be held to raise money for a swimming pool. Out of his busy day the President took time to write encouragement to the boy, recalling his own boyish delight in the "ole swimmin' hole."

The assistant to the Attorney General, speaking at the dedication of Harding Park at Hubbard, Ohio, stated:

"President Harding's aim has always been to enable us all to enjoy the bountiful products

of our natural resources and the fruits of successful industry.

"This park is well dedicated in the name of President Harding, because of his deep and abiding belief in the need for recreation. He was a man who was willing to work, but he also loved to play. Much as he loved to play, his untimely end came as a sacrifice to the ceaseless toil demanded of his position.

"Recreation plays a real part in every successful life. It is not all of life to earn a living. We have a right to know the joy of living. While much joy comes from labor, in order to fully enjoy the fruits of toil, we must have moments of contact where rest and recreation are dominant. When we have learned the true meaning of life as expressed in one's dedication of himself in supplying some human need, may we not at the same time learn the value of recreation and learn how to best use that part of our time?

"This park is not only for today, but for your children and for their children. An effort devoted to the welfare and happiness of a child will bring bigger results than anywhere else it can be expended. We can do nothing better than to teach our children how to occupy their leisure.

"We are paying our tribute to that quality of President Harding which was typified in his love of play. May we not now determine that a realization of those hours of play is worthy of our most serious and continued endeavor."

Recreation in Indianapolis Forges Ahead

Indianapolis is again carrying on in two of its parks the unique experiment in municipal drama which it instituted last year. The Moremba players of Florida and the Municipal Players alternate in giving performances, and the two groups are also available for club luncheons and affairs generally throughout the city. In addition to the municipal plays, band concerts, for which $6,000 has been appropriated this year, are making a contribution to the art side of the program.

Six new parks have been added, making a total of forty-one in operation this summer. A $40,000 addition has been made to the municipal golf course. The United States Swivle Company has donated the use of four acres of its property for playgrounds, as have also the Presto-lite Company. The city has graded the property and the grounds will be used by the employees at noon hours and by the general public at other hours. This will give the city fifteen new playground ball fields.

A new playground to be known as the Finch Playground has been made possible through a bequest of $10,000 by Mrs. Finch. A bond issue of $265,000 was used for a six acre playground.

A unique feature this year is the angling pool for the use of sportsmen. The city has built a pool about sixty feet square which will be used for practice casting. At times when it is not serving this purpose, it will belong to the children as a wading pool.

Entrants in the stilt contest conducted by the Playground and Recreation Association of Wyoming Valley.

Wilkes-Barre Gets Playground Spirit

By

Arthur H. Miller

There is a beautiful and well-known story called *The Happy Prince,* written by Oscar Wilde, which might well be the theme of a pageant of a city transformed and made better and happier through the birth of the playground spirit. During his life time the "Happy Prince" failed to see the suffering in his city but after his death his golden statue looked out from its high place upon the city forlorn and unhappy. Then came a little swallow who remained with the "Happy Prince," carrying out his errands of kindness, until the city was transformed. It seems to be almost a parable of many of our cities which have overlooked the value and happiness that comes through the development of their recreation resources, until someone with a detached viewpoint and vision of the whole city and its needs has come along and aided in bringing about the transformation.

Wilkes-Barre, Pennsylvania, is a city which has known such a transformation. After more than a decade of heroic effort on the part of leading citizens enough of the population got the vision of its recreation needs to demand a full-time director of playgrounds and recreation. That was the beginning of what has perhaps meant more to Wilkes-Barre than anything since the momentous discovery of its rich coal fields. Charles H. English came to Wilkes-Barre in 1922, and the playground cohorts were greatly strengthened, hundreds of people got the vision and since then the playground spirit has swept not only the city of Wilkes-Barre but is spreading up and down the Wyoming Valley and bringing happiness to thousands of children in the many mining communities which were formerly playgroundless, and today if you want to know what a well organized and efficiently supervised playground system can mean to the happiness and well being of a city just ask anyone from Wilkes-Barre.

But transformations of this kind are not brought about by a wave of the wand. To build up a playground system in one year from seven to twenty-seven playgrounds with a staff of forty-seven play leaders serving communities totaling 150,000 in population calls for the best efforts of the biggest man to be had. In Wilkes-Barre it required all of the ability and rich experience of Mr. English, covering many years of work in the national recreation movement, developing playgrounds and recreation systems in many cities through the United States. And this is not all; it also requires the loyal backing and belief in the work of the real men and women of a city. This Mr. English has had to an ever increasing extent.

In 1922, there were seven playgrounds which were increased to nine by the end of the year. This summer there were twenty-seven

playgrounds through an affiliated system known as the Wyoming Valley Playground and Recreation Association, cooperating with seven boroughs outside of the city proper including West Wyoming, Kingston, Luzerne, Forty Fort, Plymouth, Ashley, Sugar Notch, two settlement houses, Hanover Township, and acting as the operating agency for the Lehigh Valley Coal Company and the Haddock Coal Company. Five boroughs have initiated their first playground work this year and many obstacles have been overcome.

This summer the playgrounds opened on June eighteenth for a period of eleven weeks. Mr. English has firm convictions of his own regarding the use of playgrounds. Apparatus does not mean so much to him as a progressive program of educational and character-building play. He picks his play leaders and supervisors with this in mind and he sees to it personally that the program is carried out by them.

Each week the program carried with it a special objective to capture and retain the interest of the children. Furthermore these special objectives were really civic events and demonstrated to the city at large something of the creative ability of its children. They also stirred the pride of the children in making the most creditable demonstration they knew how and the competition between playgrounds was very keen.

The first week was noteworthy for its "Pet Show." There is nothing especially new about the Pet Show although Mr. English was one of the first ones to use the idea. This year the original idea was greatly enhanced with a miniature menagerie and a real circus program carried out with pets on each playground. Each child was given an opportunity to exhibit the tricks of its pet.

The second week brought the original doll show. Every imaginable idea that the childish mind, so versatile in this respect, could conceive was carried out in the manufacture of these dolls. Hundreds of them were turned in each day from the playgrounds and exhibited during the week in the windows of a big store in the heart of the city. There were so many of them that the exhibit had to be changed twice a day so that every doll could make its debut. The owner of the store said that he had never seen such record crowds in front of his windows and the advertising was of inestimable value to him. But Mr. English is not partial to any particular store and gives them all an opportunity during the course of the year to exhibit something in their windows. They are constantly clamoring for exhibits.

The third week ushered in the doll house construction competition and boys and girls vied with each other in creating churches, cottages, schools, bungalows, houses of all kinds; and there was even a chicken house with its feathered occupants perched on the roosts. One bright little girl conceived and carried out the idea of a little sugar house to which Hansel and Gretel were lured by the old witch in fairy tale land.

Another week was taken up with athletic events including a track and field meet for the boys, roller skating contests for the girls, and a stilt contest, all with hundreds of competitors.

One of the most noteworthy events of the playground program was the lantern parade. During the whole week the children of various playgrounds were busy creating these marvelous lanterns. There had been lantern parades before but none to compare with this one for each playground was assigned a theme for the construction of its lanterns. Among the subjects assigned were naval, flower, spirit of play, Mother Goose rhymes, hunting scenes, butterflies, aeroplanes, moon and stars, Japanese, natural history, animals, sports, school days, a famous poem, national groups, and *The Battle Hymn of the Republic*. In many cases the children were costumed to carry out the picture and as the procession moved through the main streets of the city it carried with it in the color, costumes and singing, the atmosphere of a festive day in some old Continental city.

Still another week brought the pageant of the Pied Piper of Hamlin, all of the action including the rats being portrayed by the playground children. This creditable event was developed by the two workers in charge of the storytelling on the Wilkes-Barre playgrounds, both of whom are talented Wilkes-Barre girls who have the advantage of dramatic training. All summer they had been a familiar sight to thousands of Wilkes-Barrians as they went from one playground to another garbed in their quaintly beautiful gypsy costumes.

Another big feature was the annual speedway contest otherwise known as pushmobile races. These races were held on the River Commons and witnessed by thousands of people. It would be impossible to describe the skill and care with which hundreds of boys built their pushmobiles

(*Continued on page 414*)

Planning Recreation for a New Town

By

Glenn Hall

One of the features of the new town of Mariemont, now being developed near Cincinnati, Ohio, is the ample provision being made for parks, playgrounds and other recreational areas. Plans for the town have been prepared by John Nolen, town and city planner, Cambridge, Mass., and his associate, Philip W. Foster. The development is under the general supervision of the town planners. Mrs. Mary M. Emery, of Cincinnati, founder of the town, has had the project under consideration for some time. Mrs. Emery's chief representative and the inspiring genius of the enterprise is Charles J. Livengood, of Cincinnati, President of the Mariemont Company. While the establishment of the community is due to Mrs. Emery's realization of the fact that most workers need better environment and opportunities for recreation and to her desire to contribute to the welfare of humanity, the project is being carried out on a practical, business basis.

Of the 365 acres in the town site, 70 acres will be devoted to parks and other public spaces. There are over 50 acres in parks alone. In addition to the parks, a stadium, an athletic field, a large playground and several smaller ones around school buildings and tennis courts will be provided. The recreation facilities are planned for a population over a larger area. Mariemont provides directly for a population of about 5,000, with an immediately surrounding population reaching ultimately to nearly 10,000 people.

The largest park, comprising about 21 acres, is called Dogwood Park on account of the abundance of dogwood on the site. An adjoining tract of about 19 acres of woods may be included in the park, making a total of 40 acres. The location is ideal in that advantage has been taken of a large wooded ravine in the southwestern part of the town site admirably suited for a park. With the ordinary haphazard growth of suburbs around our large cities, this ravine would probably have become a dumping ground for tin cans and other waste, but with intelligent planning such areas can be utilized for an appropriate and valuable purpose.

The park site is unusually well wooded. The trees and other vegetation are all native growth in an unspoiled state. Dogwood is the predominant small tree, while among the larger trees are many fine beeches. Other trees include the white oak, slippery elm, wild cherry, black walnut, blackberry, tulip, sycamore, judas or redbud, sassafras, catalpa and paw-paw. The park will be kept in its natural state as far as is consistent with the beauty of the whole area. Easy paths will be laid out to guide the stranger and provide for circulation. Shelters will be located at convenient points. At the upper end of the big ravine, near Wooster Pike which is the principal street of the town, a small lagoon will be located in a natural depression. Water will be diverted from a brook that flows through the ravine and a bath house will be placed at one end of the lagoon.

When the park is fully developed, its typical characteristics will probably be the tall, towering trees rising from the steep slopes of the ravine, grassy glades, a peaceful lagoon, a murmuring brook and in the spring the incomparable beauty of thousands of dogwood blossoms fluttering on graceful branches beneath the great oaks and beeches.

Dogwood Park not only has great natural beauty but it also has an historical and archaelogical interest, for part of the park area was once an Indian village and burial ground. During the process of construction skeletons, arrowheads and pieces of pottery have been unearthed that have been pronounced by authorities to be over 400 years old.

Adjoining Dogwood Park on the east is a large open area where the athletic field will be located. The site is particularly well suited for the purpose on high level ground lying between the large ravine of Dogwood Park and a smaller ravine on the south. The field is a large triangular-shaped area surrounded by the woods of Dogwood Park on the two long sides of the triangle. Very little grading will be required to fit the field for use. There will be two baseball diamonds. Other sports requiring apparatus will be provided in the playground north of the athletic field and near the field house. There are about 7 acres in the athletic field and playground site.

Dale Park is located north of Dogwood Park,

being separated by Wooster Pike, an 80 foot street, which leads directly to the town center. There are about 7½ acres in the site. Dale Park's chief characteristic is implied in its name. A beautiful grassy dale will occupy the center of the park resembling somewhat the quiet refinement and peacefulness of an English park, with a brook winding around through the dale and gently-sloping tree-covered hills rising up from the meadowland. On one side of the dale are three large spreading oaks, very picturesque in outline. Additional trees and shrubs will be planted to bring out the individuality of the park.

Dale Park will be the neighborhood park for the residents of the group, with semi-detached houses to the north and west. In one corner of the park there is an old cemetery, in relation to which a church will be located. Just within the northern boundary of the park a school will be built.

The stadium and school block, located between Dale Park and the town center and north of Wooster Pike, take up about 8½ acres of ground. There is a considerable depression in the topography on this block, so that the site is well chosen. It is not well adapted to residence purposes and there are not enough existing trees to warrant its use as a park. A football field with a running track of four laps to the mile will be located about in the center of the area. A concrete grandstand will be on the west side of the field with turf slopes around the other sides. A field house and recreation building will be constructed between the grandstand and Plainville Pike. The building will be two stories high, built of brick in an adaptation of Colonial and English architecture. There will be an auditorium seating 400 people, a billiard room, Boy Scout and Girl Scout rooms, social rooms, a buffet kitchen, locker and shower rooms. Doors from the auditorium will open out on a terrace on the north side of the building overlooking the tennis courts. Four tennis courts will be laid out here. Four other tennis courts will be located in the southeastern part of town on the community building block, at the town center.

On the south side of the stadium a school building will be located on high ground facing on Wooster Pike. The basement or ground floor of the school building will be practically on a level with the football field.

A public park reservation will be established along the steep bluffs overlooking the Little Miami River on the south side of the town. Miami Bluff Drive will run between the reservation and the bordering residence property. The top of the bluffs is about 120 feet above the river. Under the arching limbs of great oaks, elms and locusts and other trees magnificent views will be framed of the fertile valley below, with its waving cornfields, green meadows and groves of trees dotting the level valley floor. To the southwest, where the Little Miami joins the Ohio River, the blue hills of Kentucky can be seen in the distance.

A semi-circular concourse, with a pergola or outlook on the edge of the bluff will terminate the broad vista down Center Avenue from the town center. Farther along the drive a belvedere will be erected at another outlook point.

There will be nine or ten small street parks or greens at street intersections. These parks will add more open spaces, give character and distinction to the streets and reflect, in some degree, the cool, green restfulness and beauty of the large parks. At the town center will be a large village green shaded by beeches and maples that are already on the site.

While the name "Garden City" is not used in connection with Mariemont, although in general conception it resembles Letchworth, Hampstead and other English garden cities, it will indeed be a garden city. In addition to the parks, playgrounds and other open spaces, every detached and semi-detached house will have ample ground around it for trees, shrubbery, flowers and a vegetable garden. In the group house blocks allotment gardens are provided inside the block.

With the great variety of play and recreational facilities provided in the Mariemont Plan, every man, woman and child in the community will have an opportunity to enjoy some form of sport or recreation. Such enjoyment should result in local happiness, contentment and civic pride, so that Mariemont may fairly become "a national exemplar," which is an ideal sincerely hoped for by the founders and planners of this new town of the Middle West.

Boys Rejoice at Renaissance of Harmonica

By

Kenneth S. Clark

Any musical instrument which is fairly easy to master is likely to be regarded slightlingly by the musical literate. Such has been the fate of the harmonica—colloquially known as the mouth organ. The worm has turned, however, and the mouth organ is coming into its own. A harmonica virtuoso has appeared as a soloist with the symphony orchestra in one of New York's big movie palaces. That is but a symptom of a belated recognition of what one editorial writer recently called "the most maligned musical instrument on earth." Another and more enthusiastic commentator referred to it as the king of instruments. The chief factor in this renaissance of the mouth organ has been the growth of the harmonica contest idea.

We sport-loving Americans seem to be especially susceptible to the contest idea as a stimulator of interest in a given subject or project. That is why the recent organizing of these contests has produced a remarkable outcropping of harmonica playing among us. The instrument is attractive to anyone, young or old. For instance, a celebrated newspaper humorist, F. P. A. of the *New York World,* is one of its devotees. However, the instrument gives especially happy self-expression to the boy. For him it is a most effective safety valve. He can literally "blow" himself more satisfactorily with the harmonica than with any other instrument save the cornet, which is difficult of performance. What with the natural liking of boys for the mouth organ it may become for them a guide toward musical appreciation and mastery of other and more beautiful instruments. For these reasons the harmonica contest idea, while adaptable for all, is being especially applied to boys.

In order to spread the renaissance of harmonica playing, Community Service has issued a bulletin entitled "A Harmonica Tournament" which describes the routine of organizing for such contests and certain details of instruction in playing the instrument. This bulletin may be obtained at $.10 from Community Service, 315 Fourth Avenue, New York City.

City-Wide Organization

While scarcely any group is too small to admit of a harmonica contest, the plan is most fruitful when developed most broadly. Certainly, a city-wide development of the scheme is everywhere practicable, and the next steps are respectively the intersectional and finally the national contests. Details of two of the first city-wide contests offer a choice of methods for organization and constitute in themselves a routine of procedure.

Philadelphia

In Philadelphia the harmonica contest became a part of Boys' Week. It was headed up by the Philadelphia Music League, with Albert N. Hoxie, Jr., as the special chairman. The method of elimination was extremely elastic. The boys competing came from various schools, troops of Boy Scouts and other groups. Four night meetings were held at the Young Men's Christian Association for the purpose of allowing prospective contestants to undergo an examination. Out of those thus offering themselves, some fifty-three boys were chosen for the semi-finals. A letter was sent to each of the boys by the Mayor, who invited them to appear at his office for the semi-finals. On that occasion the Mayor addressed the candidates, linking up their participation in the contest with their responsibilities in various forms of community life. Twenty-five of the semi-finalists were chosen for the final contest in the Broad Street Theatre.

In the final contest the judges were Joseph Pasternack, director of the Victor Orchestra, Dr. Herbert Tily, conductor of the Strawbridge and Clotheir Chorus, and Leigh Mitchell Hodges of the *Philadelphia North American.* Mr. Hoxie addressed the contestants, citing the careers and activities of Mr. Pasternack and Dr. Tily as an indication of the opportunities open to them for musical expression in Philadelphia should their harmonica playing lead them into a serious study of music.

In the Philadelphia finals each boy was permitted to select his own repertoire. The contest

finally narrowed down to three players who were instructed to perform again for the judges. The latter awarded the prize to James M. Tyson, Jr., who received a gold medal, a complete outfit of clothing and a contract of $150 for a week's vaudeville appearance. Of course in a contest sponsored by playground or other educational organizations a more desirable first prize would be substituted. To the second prize winner, Frank Kane, there came an additional offer of a year's scholarship for musical instruction at the Combs Conservatory. The lad chose the violin as his instrument for that instruction. The first prize winner decided to take up the tympani.

The final contestants in the Harmonica Contest in Philadelphia have formed a Harmonica Band

New York City

New York City's championship contest was under the auspices of the municipal government, represented by Park Commissioner Francis D. Gallatin and directed actively by his assistant, J. V. Mulholland, Supervisor of Recreation. Among the newspapers, the plan was sponsored especially by the *New York World,* which offered special prizes besides giving the contest such advance publicity as to insure a widespread knowledge of it.

The rules stipulated that boys must not be older than sixteen and must be in good standing at school. It was announced in advance that the boys must play *Home, Sweet Home* and *Marching through Georgia* for 75 per cent of their rating and that they would be allowed to play any other tune for the remaining 25 per cent. However, in the finals there was only one specified prize tune—*Home, Sweet Home.* The Supervisor of Recreation gave out a list of playgrounds where entries might be filed with the playground director. Entries were also received at various parks. Neighborhood and playground elimination contests were held a week before the finals. Three boroughs of the Greater City thereby picked out their representatives who appeared for the finals at the bandstand in Central Park.

As its judges the New York contest had Park Commissioner Gallatin, Reinald Werrenrath, the noted baritone, and Borrah Minevitch, a virtuoso of the harmonica.

The number of contestants was so large that the judges eliminated *Marching through Georgia* as a prize tune and allowed the boys to select any other number in addition to *Home, Sweet Home.* The melodies thus offered were largely current popular songs in addition to such compositions as *Drink to Me Only with Thine Eyes, O Mari, Old Folks at Home and Juanita.* The competitors were finally narrowed down to eight who were instructed to perform again, preferably playing a tune that they had not already submitted.

The boys had been instructed to use a 10-hole harmonica in the key of C in order that all might play together in ensemble numbers. The entire group of contestants was thus directed in numerous pieces while the judges were making their decision. This demonstration was valuable not only in showing the possibilities for development of harmonica ensembles but also for its maintaining the interest of the audience during the deliberations of the judges.

Victory in the New York contest went to Benjamin Kossover, a Bronx boy who seemed to have an especially musical sense. Second place was won by a Negro lad, Herman Leonard, who showed a remarkable knack for extracting accidentals from the instrument that are not in its regular scale. Despite this unusual gift shown in the playing of "blues," the judges gave him second place because of the greater musical value in the victor's performance.

The prize winner received $50 in cash from the *World,* a week's vaudeville engagement at $100 a week and another $100 for recording a number on the phonograph, besides a solid gold medal.

Smaller Contests

Now that the broad horizon of this plan has been sketched, let us consider the basic unit of the scheme—the neighborhood, playground, boys' club or other group contest. In organizing the

contest in any such group—as well as on a large scale—the first step is creating enthusiasm for harmonica playing. Any indifference to the appeal of the harmonica must be eradicated if there is to be a general participation in the contest. Call a meeting at which some especially talented harmonica player will give a demonstration, thus arousing in the boys a desire to master the instrument. Include some playing by other boys and possibly an example of harmonica instruction.

Follow this with one or two gatherings of the interested boys. If possible, have a few harmonicas available for sale, in order to clinch at once the desire of the boys to master the instrument. Call further meetings of the players for instruction and a bit of ensemble playing. When the instruction has advanced far enough, hold the elimination contest along the lines described above. Next stage the final contest and have all the other contestants present to perform as a harmonica ensemble.

Choice of Instrument

These contests, as well as the introduction of harmonica playing in general, should be based upon a uniformity as to the type of instrument. Have all the boys use an instrument with 10 single holes with 20 reeds (10 blow reeds and 10 draw reeds.) An instrument is manufactured for each key in the scale, that is from C to B. However, in order that the boys may play together in an ensemble, have them all use an instrument in one specified key—preferably the key of C.

Details of Instruction

The essentials of learning to play the 10-hole harmonica are described in the bulletin "A Harmonica Tournament" previously mentioned. As indicated therein, the technic of playing the instrument rests largely upon a mastery of the scale. It is stipulated that for the 10-hole instrument only those melodies shall be chosen which do not include accidentals—in other words, those which have no sharps, flats or naturals which are foreign to the key signature. An excellent example of such a melody is *Home, Sweet Home.* An arrangement of this for the harmonica is included in the bulletin. A long list of other suitable numbers is given in the bulletin. It further includes directions for obtaining artistic effects such as the tremolo tone and an accompaniment to a melody.

A First Step in Music Training

The harmonica will be a guide toward general musical training for the boy if his family, teachers and friends will help him to make the most of its musical side. Besides the training of his ear it should enable him to read music more readily. He must learn first that even though he may have instruments tuned in various keys the scale is the same no matter what the key. When the boy becomes familiar with his do-mi-sol method of notation, he will be able to play from the music in various keys with entire ease. That should lead him to a general sight reading ability as a singer or instrumentalist.

Use with Other Instruments

Give the boy his share in the music of the home by having him play to the accompaniment of a piano, organ, guitar or other instrument. For that purpose he should have a harmonica for each of the following keys: C, D, F, G and A. He will then be able to play diatonic melodies in those keys such as the other members of the family may be using for their instruments.

A good family combination is that of the mouth organ performed by the boy and the ukulele played by his sister. These instruments are complements one to another, the harmonica supplying the melody and the ukulele the accompaniment and the rhythmic accent. If the boy is provided with harmonicas in the keys of D, G and A, he can play to the ukulele accompaniment with the use of the ukulele lessons issued by Community Service. These are the following: C. S. No. 85b, Revised Course in Ukulele Playing, price $.25; C. S. No. 85c, Supplement No. 1, price $.10; C. S. No. 85e, Supplement No. 2, price $.15; C. S. No. 85g, Supplement No. 3, price $.15.

Advanced Harmonica Playing

When the boy has mastered the smaller harmonica he may take up the chromatic instrument with which he can play in any key. By the slight manipulation of a lever, the accidentals may be played.

Recreation for Miners on Strike

Frances H. Haire

"Me no play, me too old" objected one after another of the group of foreign men and women seated along the wall in the Miners' Hall, "me just want watch."

"But I just want you to stand in the circle, you don't have to play," the play leader was pleading, then picking out a big strapping American she put it up to him in the age old feminine way, "You've got to help me get this party going, somebody's got to be willing to start the game, come on now, be a good sport then the others will follow," and as she talked she was pulling the big fellow into the middle of the ring and reaching way up on tip toe to tie a handkerchief over his eyes.

"Now," she continued, "I want a girl to be in the middle with him," then pausing just long enough to glance quickly around the circle, with the instinct of her profession she quickly selected his sweetheart from among the embarrassed girls. The men and women making the circle forgot themselves and laughed and clapped their hands. Play was new to them but love and the self-conscious way of lovers, was as old to them as life, so they twitted the pair and laughed anew at their blushes. Then when the game immediately began, unconsciously the enjoyment was transferred from the boy and girl to the game itself.

When that couple had finished another couple was chosen and at the third change two foreigners found themselves in the ring and forgot to be afraid. And while the fun was highest the game leader had been going around the edges of the room and drawing new recruits from those who refused at the first invitation, until all but the women unable to leave their babies were entering into the games.

That was the beginning of recreation work among miners down in Somerset County, Pennsylvania at a time when the miners were out on strike and had spent the summer in tents, garages and barns, and the winter in two-room shack barracks erected by the United Mine Workers' Union, with no money to spend, no place to go, and nothing to do but talk strike.

Snow and lack of warm clothing prevented any outdoor recreation for children and the cold inside the Miners' Hall made only very active games enjoyable, so after school on the days of the visits of the play leader, a ragged assortment of boys and girls, big and little, presented themselves at the Miners' Hall with dirty faces, and sniffling colds, and chapped hands, believing that the small equipment of rubber balls, volley ball and net, and relay sticks, and the "play teacher" presented the most wonderful play-time they had ever had.

The six weeks' program consisted of, for the boys ball games, races, chasing games and marching tactics, and for the girls ball games, dramatic games, races and folk dances. The adults had once a week play parties of social games, musical games, and marches, with in addition athletic games and feats of strength and volley ball for the men.

As a result of the six weeks' work three local unions have expressed their appreciation to Community Service by letter of the work done and several union officials have expressed a desire to see the plan continued on a local expense basis.

BOOK WEEK

November 11 will mark the opening of the Fifth Annual Children's Book Week, which will be nationally observed. The National Committee for Better Films at 70 Fifth Avenue, New York City, will cooperate by providing a list of films drawn from literature and good current novels which may be secured upon application to the committee. The list is prefaced by an outline of the steps which should be taken locally to make these performances a success. Return postage should accompany the request for the list.

The Film Distributing Companies will do everything possible to make the week a success by having a supply of prints of the subjects available at their exchanges throughout the country. Among the films of special interest at Book Week time are *To Have and to Hold, Treasure Island, Evangeline, Rip Van Winkle, The Little Minister, Robin Hood, Alice Adams, Oliver Twist, David Copperfield, Vanity Fair.*

The beneficial effect of such book film performances upon reading is attested by librarians who report heavily increased demand for books, whether classic or modern, as they have appeared in the movies. Another good result which may follow is permanent activity on the part of some local groups to win support for better films throughout the year.

Neighborhood Parties

By Nina B. Lamkin

The size of our city or town or rural district determines in a way the size of our neighborhood. Through the church, school and club organizations existing in a neighborhood you can bring in every family through some community programs which families can enjoy together.

What families and neighborhoods do in the way of activities set standards for the community. Some one takes the lead and talks with representatives from other organized groups in your section, perhaps you yourself do it, and before you have gone far in your suggestions you will have a neighborhood group whose influence will make the work of each group larger because all are thinking more in terms of the neighborhood. Everyone in the neighborhood is asked to come to a "First Party"—they are always asked to any others given after this. Keep inviting them—they will come.

The different churches or the schools may be the best indoor centers. A neighborhood playground which your interested group has started will naturally be the outdoor center. The first committees which would be needed would be—Invitation, Program, Refreshments. We shall not formally organize The Neighborhood Club until we have had one good time together, because a great many would not be interested until after this first party.

Suggestions for Neighborhood Days and Evenings

1. *Echoes of Yesterday*

Costumes

Each family comes costumed to represent an earlier day. No money is to be spent on costumes. Old dresses and scarfs are brought down from the attic. Bonnets, caps and fichus are made from everything, from wrapping paper to valuable old scarfs and laces. No historical dates are given as guides in costuming. You can wear a dress of five years or a hundred years ago. Some of our own costumes of five or ten years ago are exceedingly funny now. The men can easily fashion a good costume by doctoring up a hat and a coat.

1. Each family is asked to think of something that has happened in the family in the past that will make a good stunt.
   a. Father's first talk over the telephone
   b. Brother's first pair of long pants and how the family felt about it
   c. When sister could play *The Maiden's Prayer*
   d. The first time we went to a movie
   e. A camping experience
   f. The favorite story that mother told the children

These numbers are called for during the evening. No number is to be more than two minutes long.

2. *The Old Family Album*

On the stage if there is one, or at one end of the room make a wooden frame and cover with black. In this setting pose pictures from the old album. Certain families have been asked each to do one of these pictures. Have five or six poses.

3. *Songs*

These may be solos, quartettes, larger groups and some sung by the entire gathering.
   a. Old Oaken Bucket
   b. When You and I Were Young Maggie (sung by old couple)
   c. Silver Threads among the Gold
   d. One or two of the old hymns

4. *Games*
   a. Looby Loo—by children and grown-ups
   b. Jolly is the Miller (fathers and daughters)
   c. Oats, Peas, Beans and Barley (mothers and sons)

5. Refreshments—Apples and popcorn

6. Good Night Ladies—Sung while everyone shakes hands with his neighbor.

Did you have a good time?

Do you want another party?

Can we form a Neighborhood Organization now and elect officers?

Shall we set the date for the next party?

Have new committees on Invitation, Program and Refreshments each time.

Each family pays small membership dues, twenty-five cents or fifty cents a month. This covers refreshments. Keep refreshments *small* but *fun* very large.

A club like this will soon want to begin to improve the neighborhood playground and to help in a civic way. The families will grow closer together and the spirit in the neighborhood will grow from "each family for themselves" to "every family for the neighborhood."

II. The neighborhood assembles for a "Costume Parade"—funny costumes or artistic ones, but made from things at home. Some songs which everyone knows can be sung during the parade or a group can prepare a song and take turns singing it. Have it a marching song so that with a drummer boy or two you can have music.

The neighborhood may have several musicians and you may have your own band or orchestra. After the parade all gather at the party center.

Program

1. A Song as: Liza Jane—Love's Old Sweet Song

2. How Do You Do

Everyone has been asked to take an assumed name for the evening—something funny. Ten nickels have been given to ten guests and the holders of the nickels are not known to the others. The tenth person who shakes hands with anyone holding a nickel gets it. So everyone shakes hands, telling their "nom de plume" for the evening, and those who have the nickels keep count and award the tenth one.

3. Program Committee appoints four or six captains and they divide up the guests into groups. Each group has five minutes to arrange a charade to present to the whole company. Tell how many syllables the word you will act out has, whether it is a common or a proper noun; how many scenes will there be. You can have each syllable a scene and then one which gives the entire word or have just the latter.

Suggested Words

Runabout—Run-a-bout (Come in and run around each other and out)

Topknot—1st group—spinning top
2nd—Wedding ceremony

Galveston—Gal-vest-on (Put a man's vest on one of the girls and she marches through as all admire her)

You can think of many good words. These charades are called for by calling the captains in turn. The company guess.

Stunts

a. Tie up candy hearts, two in a packet, in bright paper and tie this packet in the center of two yards of string. Fix several of these. Choose a couple for each string. On "Go!" they each take an end of the string and chew up to the packet. Who wins?

b. A children's group dramatize one of their school stories as: Little Red Hen; Gingerbread Man; Hansel and Gretel (One of the teachers has this group ready.)

c. One of the Sunday School teachers of a boys' class is asked to bring a three minute stunt.

d. A Musical Love Story—Some one who plays well and knows the old songs accompanies a story told by one of the group. It might begin like this: "As I was sitting on the porch last night whom should I see coming down the street but *Robin Adair* and with him that sweet girl that has just lately come to town—*Annie Laurie*. They told me that they had met each other *Comin' through the Rye* and were on their way to see *The Old Folks at Home*. The story may ramble on as long as it is interesting. When the narrator reaches a song title he stops and the pianist plays a few measures and the company guess what it is—supplying this part of the story each time.

e. Draw a curtain at end of room and show an old Valentine—the kind we used to get with beautiful paper embroidery. By taking white and colored sheets of paper which you can buy in rolls you can fix up a very good looking valentine frame. Pose some pictures in there—typical of the old valentines. Have three or four of these. Have music played during the pictures. Some of the old love songs as:

"Drink to Me Only with Thine Eyes"
"Good Morning Pretty Maid"
"Sally in Our Alley"

f. Games—by the children as: Itis Ket, Itas Ket—a singing game beginning "I sent a letter to my love"—; Little Playmate Dance with Me (Both of these are in Children's Singing Games, Hofer, A. Flanagan and Company, Chicago—60 cents)

Refreshments

Ice cream and little cakes in shape of a heart

III. *Scenes from Southern Days*

All committees are made up of people who have called the South home. This could be given where there is a stage or where one end of the room

may be curtained off.

a. *The Cotton Felds*

Arrange cotton in stalks to look like growing cotton. If in cotton season some one could send for some from the fields. Place these stalks in cans or crocks or pails and put earth around them. As the curtain is drawn those in negro costume are singing *Old Black Joe* and picking up and down the rows.

b. *At Evening Time*

To the tune of *Yankee Doodle* a group dance in a circle hands joined.

1. Eight glide steps to the left—to the first two lines
2. Eight glide steps to the right to the next two lines
3. Swing partners, locking left elbows in first two lines of chorus
4. Swing partners locking right elbows to last two lines of chorus and gentlemen move on to the next place to the right taking a new partner. Repeat several times. All those not dancing clap hands in time and sing.

c. A storyteller gives one or more of the southern tales as: *Uncle Remus* stories. The school or the library always yield these.

d. Boys in southern costume standing by corn stalks as the curtain is drawn—each boy holds several—they are resting on the floor as though planted. As they sing *Down in the Cornfield* they pantomine binding the corn in bundles.

e. *The Swanee River* sung by all

f. *Tenting Tonight*—a group of soldiers around a campfire on the stage. (Fire built by extending an electric wire, bringing bulb to center, placing red cloth or paper over it with wire between—as wire cover for bulb—place branches on it, and you will have a good looking campfire.)

g. Some of the old negro spirituals sung by choir group, as: *Nobody Knows the Trouble I've Seen—There's a Little Song a Rollin' in my Heart.*

h. *Dixie*—sung and used for a grand march, everyone taking part.

Gentlemen form line at one side of room—girls at opposite side—all facing same direction.

1st verse: March up to end of hall—march down center by twos—taking for your partner the one you meet at the end of the hall.

Chorus:

1st line: Gentleman marches around his lady, who stands still.

2nd line: Lady marches around gentleman, who stands still.

3rd line: Join both hands and glide six steps in line of direction.

4th line: Glide six steps back to place and the gentleman steps forward to next lady.

i. *Battle Hymn of the Republic* as a soldier of the north and south stand with the flag.

j. *Home Sweet Home.*

IV. *A Neighborhood Fair*

This can be held in one block in the neighborhood and the different booths can be on porches, in back yards or wherever seems best.

1. A lantern parade—everyone carries a lantern of some sort and visits the different places of interest. Money can be raised for the playground or other neighborhood needs at this time.

2. The Baby Show—Babies of the neighborhood are gathered and weighed—a prize given for the tiniest one and one for the heaviest one. Every baby that is well and weighs the normal amount gets a blue ribbon. Avoid selecting the prettiest. The reason for the baby show is perhaps to start a baby clinic in your neighborhood—at least to get every mother interested in knowing whether her babe is normal weight or not.

3. The Pet Show—Children bring their pets and exhibit them from the old red rooster to the Pekinese pup—parrots and canaries—they are all there. White rabbits and mice not forgotten. It is good for a child to have a pet and it is good to exhibit that pet. Each child is ready, if asked, to give name and history of pet. A blue ribbon is given every pet that looks as though it had a good master.

4. Exhibits of handicraft and sewing done by boys and girls or by any foreign groups in the neighborhood. Such a chance as this may give some boy or girl an opportunity to study art or engineering or to crystalize his thoughts about his future work in life.

5. Side Shows—Stunts which certain groups will enjoy doing as:

Strong Man
Fat Lady and Lean Lady
Dances
Fortune Telling

6. Exhibit of Garden Stuffs—Flowers, vegetables, fruit. Plans suggested for next year's garden.

7. The Grocery Counter—Many things the home will need done up in attractive packages. You pay a certain amount for an envelope with

a number in it. That number is the number of one of the packages which is yours.

8. Auction of the White Elephant—Many have been asked to bring something not wanted at home. These are done up in packages and auctioned off.

9. Folk Games and Dances—In an open space—perhaps the street running between the booths—have games and dances given by different school and church groups. The teachers will arrange this. Have some games impromptu where the older ones are invited to join.

10. *Athletics*

Races by the fathers
One legged race
Fat man's race
Races by the boys
Backward race
Wheelbarrow race
Relay by the girls

Walking or Running Relay—by couples. This can be played by two or more sets at the same time. Players are in couples in lines—the same number of couples in each line. On "Go" the first couple walk or run to the goal, clap their hands three times, return and touch the next couple and go to end of line. As soon as the next couple are touched they continue the game. The set finishing first wins.

Race by young men against older men

Travelers' Race—If planned beforehand each contestant brings hat, coat, gloves, red handkerchief,—all old things. They lay these at one end of room—or they have them in a suit case—and line up at other end. On "Go" they run—put on all the articles and return. One arriving first wins.

Race by the mothers

Ball and Stick Race—Players are in couples. Two sets or more—the first couple in each set have a wand and one ball between them. On "Go" each couple pushes the ball to goal and back without touching it with the hands or feet and gives the stick to the next and go to the end of line.

11. Refreshments Served in Several Booths

Homemade candy
Homemade cookies
Homemade ices

V. *A Country Circus*

Send for bulletin C. S. I. 425, Community Service Inc., 315 Fourth Ave., New York, New York, for full directions about

Advertising
Refreshments
Decorations
Side Shows
Costumes
Music
Entertainment

VI. *A Winter Party*

Held on the neighborhood playground.

1. *Singing*—for 15 minutes. Include in the songs two or three that you can march to and march as you sing. Have a good leader and all do as he does. He may clap his hands, he may run a few steps and march again. In this way we keep warm and have fun as well.

2. *Snow Target Contest*—Have a large painted target at one end of grounds or a large board covered with bright cloth. Each contestant has three snowballs made. Each time he hits the target he counts ten. Players are divided into two groups with captains and the one who scores the highest. Two or more of these games can be going at once.

3. *Snow Relay*—Use everyone in this who can run. Players come up in fours or eights and space. The first four in each line have three minutes to build a snow man twenty feet in front of their line. Then the game begins. The first one in each line runs around his line's snow man back to the next player whom he touches then goes to end of line—each player runs—and which line wins?

4. *The Sled Relay*—Everyone who has a sled brings it and gets a partner. Sleds with owners and partners line up—half the players on each side of the field. They represent two teams. On "Go" Number One on each side takes his partner around the circle. They pass each other and arrive at their starting places. Then the next couples go; this continues until one team has finished.

5. Everyone sings the chorus of *Jingle Bells*—All have brought one or more sleigh bells which they have on elastic around their ankles. These bells jingle in tune whenever they run or move about. All the children take partners and run in a big circle as everyone sings. The rest run in place keeping tune to the song.

The children may dance a real dance to *Jingle Bells*.

1. Run forward with partners to
Jingle bells, Jingle bells
Jingle all the way—

2. Face partners join both hands and slip around each other to

(*Continued on page 422*)

The Old Home Town and How it Grew

As Presented by the Children of Detroit

By

Fern Stevenson

In the Ninth Annual Pageant presented by the playground children on August twenty-third, Detroit joined the ranks of public spirited communities over all the nation which have presented in dramatic form the lore of their local history. The title was significant. Since it was presented by some 2,500 children, every endeavor was made to make it a real children's pageant, in which they could participate with joy and understanding. Apparently, the results gave equal inspiration and pride to the 20,000 spectators who thronged the bleachers and benches about the huge field.

The usual site was chosen for the presentation amid the natural beauty of Belle Isle with sky and water visible and large droopy old willow trees towering in the background. The spirits of these "three prime elements of civic beauty" were the first to be summoned forth by the Pageant Master from a rocky mountain which reared its peaks at one end of the field. And these same spirits gave unity to the theme of the whole by beautiful symbolical dancing between the historical episodes.

In the second part of the prologue, the pageant master proceeded to unlock huge stockade gates at the opposite end of the arena, through which he summoned all of the children of the Old Home Town, from the past and the present and the little figures representing the ideals of the future. When all had entered, the gates were closed and the real story began. It was colorfully depicted through dances, games, drills and songs. Some twenty-five adults, as principal characters, acted as silent heralds, who flashed to the audience the meaning or the period, which would follow in the action.

The first episode presented the early settlers. Thus read the program

"The past we will present in episodes,
The aborigines and pioneers come first;
French, English and Americans who came
And reared their children up in hardihood."

Of course the first striking figure who came winding down the mountain path was a native descendant of the ancient Chippewa tribe who wore the gorgeous white buckskin costume of an old chieftain. He proceeded with stately tread across the field to the music *Land of the Sky Blue Water,* and finally took his place seated upon one point of a large star platform in the center of the field. With a whoop, the young Indian Hunters came forth to play their ancient games and the beautiful maidens appeared in characteristic dance.

Cadillac next took his place beside the chieftain on the star, while French voyageurs portaged canoes through the wilderness and French Agriculturists danced the message of their early struggles.

Major Gladwin, famous in the historical annals of Detroit for the strategic manner in which he coped with the conspiracy of the famous old Indian Chief Pontiac, next descended to the star. Gay little English milkmaids danced and stately young soldiers in the colorful uniforms of the day performed a sword dance.

Last of all came Commodore Perry, hero of the Great Lakes, closing the episode with a dance of the early settlers.

During this time a construction group had erected before the stockade the houses of the settlement—a realistic Indian tepee, a log cabin, and a small frame house.

The second episode was the age of commerce. With the figure of Liberty dominating the scene, the first steamboat "Walk-in-the-Water" ploughed through the river and docked at Detroit. It was filled with decorous little passengers in hoop skirts and pantalettes. Its power was rated as two-man power.

Following the steamboat the first railroad train puffed into town. More little passengers and inhabitants to greet them and they all joined in a stately dance of Etiquette.

Little human poles ran forth stretching lines and cunning little figures in black, round as a ball or slim as a pole, hopped between the lines in a perky little dance of the dots and dashes of the Morse Code.

The next historical character of the period was the youngest Civil War veteran of the local G. A. R., who walked with great dignity and pride to the last point of the star, leaving the center to be filled by the American doughboy carrying the Flag. Meanwhile a church, a store, the first factory and a blacksmith shop, appeared in the settlement of houses. Under the dominance of the figure America, a skyscraper next reared over the stockade wall and a band of wee laborers pounded and sawed and hammered their way to a large modern factory. With a medley of

immigrants in native costume performing characteristic folk dances and an inspiring flag drill by 300 boys,—the episode closed.

This was followed by the period of Culture in which the Spirit of Culture with her attendant Arts paid obeisance to the Spirit of Detroit and formed a beautiful arch. Through this arch Artistic Recreation, Romance, Vision and Color, and Rhythm danced their way into the life of Detroit. The episode closed with these groups joined in an artistic and wonderfully blended dance of Harmony.

And again the program read—

"What more complete can any Pageant be,
What more conclusive any theme than this,
That all of life is told by children's love
And beauty told by nature's teachings.
Great cities built on thoughts like these,
Grow up in spite of Greed
Or even lust for power in men."

Under the direction of leaders the children were required to make their own costumes, and their historical value and exquisite color combination on the field brought forth delighted and spontaneous comment. The costumes were designed by Jessie Talmadge, Dorothy Jones and Marion Harrison.

The children were transported to Belle Isle by trucks lent by manufacturers of Detroit. Trucks were also generously provided to convey invalids in wheelchairs and on crutches to the scene of the festival.

The little people gave the performance in an unusually smooth and splendid manner, a tribute to their training and the organization. Because of unfortunate weather conditions, there was no field rehearsal of the whole.

About 500 children costumed as stars comprised the chorus. The songs during the interludes were one of the most pleasing and gratifying parts of the program. The chorus was under the direction of Louise Conklin and Harriet Dunlap.

The entire Pageant was in charge of members of the staff. The story was written by John Hinchman. The dances were arranged and taught to the leaders by Vivian Glauz. Hal Taylor and Charles King constructed the scenic properties and Fern Stevenson had charge of principal characters and dramatic action. Miss Lottie McDermott, Supervisor of Playgrounds and Community Centers, acted as General Chairman.

The Pageant was given under the auspices of the Department of Recreation, C. E. Brewer, Commissioner.

Fourteen Points in Good Sportsmanship

By

Daniel Chase

A Good Sport

Does

1. Plays fair at all times
2. Gives his opponent a square deal
3. Plays hard to the end
4. Keeps his head
5. Plays for the joy of playing and for the success of his team
6. Is a good team worker
7. Keeps training rules
8. Backs his team in every honest way

But—

9. Does his best in all school work
10. Obeys orders of coach or captain
11. Is respectful to officials. Accepts adverse decisions graciously. Expects the officials to enforce the rules

When He loses

12. Congratulates the winner. Gives his opponent full credit. Learns to correct his faults through his failures

When He wins

13. Is generous. Is modest. Is considerate

Does Not

1. Does not cheat
2. Does not take any technical advantage
3. Does not quit. Is not "yellow"
4. Does not lose his temper, even though wronged
5. Does not play for money or other reward
6. Does not play to the "grandstand"
7. Does not abuse his body
8. Does not bet. Does not think betting necessary to show loyalty.
9. Does not neglect his studies
10. Does not shirk
11. Never blames officials for defect. Does not "crab." Does not "kick." Does not complain

When he loses

12. Does not show his disappointment. Is not a "sorehead." Does not "alibi." Does not make excuses

When he wins

13. Does not boast. Does not crow. Does not "rub it in"

Warriors' Day on the Playground

One of the most interesting activities provided last summer in the play program promoted by the Welfare Department of the Carnegie Steel Company was Warrior's Day, when the boys were transformed into the warriors and heroes of "ye olden times" and King Arthur's knights lived again. The following suggestions for conducting Warrior's Day have been offered by E. J. Nezeski, director of the Homestead Playgrounds.

Organization—

Put up posters announcing Warrior's Day and suggesting very definitely the meaning of the day. Posters may show pictures of heroes in battles, of Robin Hood with his bow and arrow, of a warrior throwing a spear, of two lancers in combat, and other events which will arouse interest in the day.

The playground director should immediately secure some of his equipment and begin the demonstration of the use of the bow and arrow and shooting and dart throwing. When interest has been aroused the director is in a position to select the boys who will be kings and who will have charge of the tournament. After two definite kingdoms have been arranged and the boys know their king and the general plans, the day is set for the tournament. One of the older boys is selected as chief judge for all the competitions. He selects three assistants who do not take part in the tournament. A chief scorer and two assistants are necessary.

Marking off the Field

1. Two lines on each side of the field. The two kingdoms must stay in back of these lines. (A field 200 x 100 is absolutely necessary.)
2. Circle (a) the size of a boxing ring—24′
   (b) one third as large as the (a) circle—8′
3. Distance from target in bow and arrow—30 feet
   Distance from target in dart shooting— 30 feet
4. Distance in the knife and hatchet throw can be either seven and a half or five and one-half feet.

(The above dimensions are suggestive. Any arrangements can be made to fit the circumstances of the playground.)

Equipment and Description

1. Bow and arrow (two necessary)
2. Darts or feather pegs—10. (Made from cork, a horseshoe nail, and feather)
3. Hatchets—2
4. Knives—2
5. Spears—2
6. Wooden swords—10
7. Tilts—2. (Stick padded on one end. Sticks 5′ long).
8. Handkerchiefs (red and white)—50 or 60
9. Tug of war rope
10. Wagon wheels, or simple express wagons—4
11. Flag pole for the tree climb, or a real tree
12. Head gear, feathers, for the archers
13. Shields for the lancers, tin—2
    Masks for the face (wire netting). Gloves may be used to protect the hands from scars.
14. Targets for both arrows and darts; soft board for the hatchet and knife throw.
15. Two emblems, one upon which a knight is pictured standing in armor and sword in hand and a writing under the knight's picture—CHIVALRY. The other is an emblem with the white cross of the crusaders. The writing under this may be—LEADERS.

The Theme of Warriors' Day

King Arthur invites King Edward to come to his kingdom and enter in a tournament. If King Arthur and his brave knights lose in the combat, Arthur will give a gorgeous feast in honor of the court of King Edward. If King Edward loses, he must prepare a feast for King Arthur and his knights. Then this poem is read by a boy who is of a serious nature and can speak distinctly every word.

True Knighthood

But I was first of all the kings who drew
The Knighthood errant of this realm and all
The realms together under me, their head,
In that fair order of my table Round,
A glorious company, the flower of men,
To serve as models, for the mighty world
And be the fair beginning of a time.
I made them lay their hands in mine and swear
To reverence the king, as if he were
Their conscience, and their conscience as their king,
To break the heathen and uphold the Christ,
To ride abroad redressing human wrongs,
To speak no slander, no, nor listen to it,
Not only to keep down the base in man,
But teach high thoughts and amiable words
And courtliness, and the desire of fame,
And love of truth and all that makes a man.

Alfred Tennyson

Tournament Procedure

1. March of the Knights
   Kings march to their places back of the lines
2. Bow and arrow contest (4 Knights from each kingdom)
   The Archers stand in front of target and each shoots two arrows
3. Dart shooting or feather peg contest—same distance as arrow shooting
4. Spear throw—for distance. Three Knights from each kingdom. Each man throws spear twice.
5. Knife and hatchet throw—2 Knights from each kingdom. Three trials for each Knight.
6. Duels. Four lancers from each kingdom. Papers should be pinned on breasts of warriors to see the points made by lancers. When paper is pierced anywhere above the belt of the warrior, he is considered as killed. Also, if a sword is knocked out of his hands.
7. *Combat.* Three teams from each kingdom. Two boys for a team—one the rider and the other is the horse. They have the tilts and with them must knock off his enemy while horses are running at each other in full speed.
8. *Indian War.* The two kingdoms enter this game with an equal number of knights. One side have their handkerchiefs under belt; the other, loosely tied around neck. The space between can be from 25 to 50 feet. The game starts by a signal from the referee who simply says "Go." They come forth to meet each other on the field and try to take each others' handkerchiefs without losing their own. When the referee signals to return, they must all return to their kingdom's line. The handkerchiefs are known as scalps. After ten minutes of this game the scorer counts up the scalps and awards winners.
9. *Climbing Rope* Six men from each kingdom. Ropes hang from apparatus.
10. *Rope Pull* Two kingdoms enter.
11. *Chariot Race* Two wagon wheels, or simply two express wagons. Two chariots from each kingdom. Run off the same as a race. Or it may be a team of eight boys clasping each other.

Scoring Events

Bow and Arrow	15	points
Feather Peg	10	"
Hatchet Throw	5	"
Knife Throw	5	"
Spear	5	"
Lancing (swords)	15	"
Combat (horse and rider)	15	"
Indian War	20	"
Rope Pull	25	"
Climbing Rope	15	"
Chariot Race	10	"
Climbing Pole	5	"

When the warriors compete, they must win over half of the points to get all of the points in that event. In case of tie, split the points. For example, if there should be a tie in the bow and arrow contest, split the points, such as 7½ to each. Otherwise, the one having the majority of points wins.

A very good thing is to keep the feature warriors in same events. Then in scoring have a place to keep records of the feature warriors.

Cheering on the part of the knights is a fine sport, but during a battle or combat every warrior must be honorable and keep silent.

Prizes

This "Warrior's Day" is for clean sport, and the goal in view is not a prize but to bring out in the boy ideals which are noble and sincere.

If we could only have more big, free playgrounds for men and women, as well as for children, around our cities and our smaller communities! It would be expensive to keep them up, but so are public libraries and schools expensive. The benefits derived from these last two institutions outweigh the bills for their maintenance, in popular estimation. The time may come when we shall prefer to be taxed more for public athletic fields and less for hospitals and asylums. Health is the one great thing in life, and it cannot be ours without proper exercise, such as some sport so delightfully gives. I wish women would realize more the benefits of sport, if only for their vanity's sake. The woman who makes a hobby of some sport never need experiment with obesity cures. The athletic figure seems to me the most beautiful in the world.

MOLLA BJURSTEDT MALLORY

From the *San Francisco Examiner*, July 5, 1923

Playground Exhibits

The program carried on during the summer on the playgrounds of Fort Worth, Texas, included three days of juvenile exhibits contributed by children under eighteen years of age.

First Day

An exhibition of articles made solely by children, such as dolls, dolls' clothes, furniture, miniature doll houses, boats, pushmobiles, bird houses, radios, lanterns, improvised fire engines, horse carts, bead work, musical instruments, fish nets, kites, crocheting, weaving, pottery, electrical and mechanical toys, modelling, carving and knitting.

Second Day

Races—bicycle, roller skate, pushmobile.

Third Day

Rodeo and pet show—parade of pets, trick riding and stunts.

For the exhibit of articles made by the children, the following certification blank was required:

"I hereby certify that the ..... as entered in the Playground Juvenile Exhibit was made without assistance by ..... who was ..... years of age on last birthday. To be a part of the exhibits of the ..... Playground

.....
Exhibitor.

.....
Guardian.

.....

Section A — Wagons, carts, pushmobiles, scooters
Section B — Dolls, doll clothes, doll furniture, doll houses
Section C — Electrical: radio sets, bell circuits, light systems
Section D — Mechanical: toys or mechanical devices of any sort
Section E — Woodwork: furniture, bird houses, pet houses
Section F — Articles of clothing, embroidery, bead work, fancy work of any sort
Section G — Basketry, pottery, weaving or any plastic art
Section H — Metal Work: All articles wrought of metal
Section I — Boats: homemade boats, store boats rigged by exhibitor.

In Atlantic City's Woodworking Shop

For three summers, through the courtesy of the Atlantic City Board of Education, the carpentry shop of the Boys' Vocational School has been placed at the disposal of the city in order that the boys of the community might have the opportunity to make things under the supervision of an experienced teacher. Here the boys construct kites, games and toys which they enjoy using after they are made. Through this activity the boy acquires the habit of being constructive instead of destructive; traits which make for good citizenship are formed instead of the bad tendency developed through disorganized and unsupervised play; lessons of cooperation and team work are stressed and the boy gains in self confidence and ability through his actual accomplishments.

The shop is open to every boy in every playground of the city. Each playground is assigned half a day a week, and at the specified time the boys from that playground come with their teachers to the shop. The motto of the shop is a highly satisfactory one for the children who attend—"A project each day and you take it away." In other words, if the project is one day for a kite and the task is finished that same day, then the boy takes it home with him.

Since the shop is for the boys' benefit they themselves decide on the project they most desire, and naturally toys and things to play with make the greatest appeal. The shop instructor is the final judge as to whether the projects are simple enough to be completed within the day. Some of the articles made during the past summer include sail boats, box kites, two-stick and fancy kites, wooden tennis bats, marble games on the same principle as ring toss games, tit, tat, toe boards, checker boards, bait boxes, weather vanes and similar articles. A boy bringing his own wood is permitted to make larger articles such as surf boards, stools, picture frames, bread boards and taborets.

The total attendance for the past summer during the seven shop weeks was 1,152 boys. Approximately $140 was spent for materials to carry on the work, or an average of 12¢ per boy. The sales value of the various articles made amounted to approximately $586.

Some of the
Board o

Myron T. Herrick

A few of the Delegates at t
Mrs. Thomas A. Edison, Jose
Braucher. Standing: J. H.
Kirby, Walte

Carl E. Milliken

Ellen Scripps

embers of the Directors

Recreation Congress. Seated: Mrs. Edward W. Biddle, H. S. y, Robert Garrett, Gustavus T. . S. Titsworth.

Austin E. Griffiths

Samuel Mather

Eugene W. Lewis

Wilmington Cleans House

Wilmington, Delaware, recently completed a *Clean Up and Paint Up* campaign, which has been one of the most successful community enterprises carried though in this city in recent years.

The movement enlisted the help of business clubs, social agencies and neighborhood associations, and was supported enthusiastically by the press. The Mayor, the president of the City Council and the heads of municipal departments were active workers. The police enlisted, and, during the first week of the campaign, placed circulars in all the 20,000 homes of the city. The campaign proclamation of the Mayor was read to all classes in the schools, and each child was given a bulletin of specific suggestions showing how he could help. The city firemen made inspections; Boy Scouts aided, and the churches took part.

Besides the school children, the police, firemen and other city officials, about 600 active workers were recruited from neighborhood associations and groups in different sections of the city, who helped to clean and beautify the city and encourage the efforts of their neighbors.

The first official move was a meeting of representative citizens called by the Mayor in his office, at which committees were appointed on Publicity, Districting, Finance, Safety, Fire Prevention, Public Health, Commerce and Industry.

The plan of activities, prepared by Charles F. Ernst, Executive Secretary of Community Service who acted as secretary for the movement, provided for sub-committees which reached into all parts of the city. Howard M. Ward, president of the City Council, in charge of the Districting and Contests Committee, arranged that the city should be divided into six districts corresponding to districts already mapped out by the Board of Health. In each of these districts was appointed a captain who had as lieutenants the city health officer of the district and the president of the neighborhood association. There were two sergeants for each block, two corporals for each street, and each householder was regarded as a private in the "army."

How Results Were Judged

A prize consisting of playground apparatus was announced for the district showing the cleanest and brightest aspect when visited by judges after the first week's activities were finished. The award was based on five points:

1. Freedom from dead leaves and rubbish; clean walks
2. No needed repairs on steps, walks, fences, gates, or blinds
3. General orderliness; neat arrangement of rubbish cans, covers, and similar household effects
4. Evidences of brightening up with fresh paint or whitewash
5. Gardens, well trimmed trees.

In awarding the prizes, the judges announced the plan of selecting five yards at random in each section, and estimating the percentage appearance of each section from them and from the streets and thoroughfares.

The plan included a call at each house to explain the contest, and to invite cooperation.

Wilmington newspapers devoted 60 columns of space to the campaign.

The street car company donated advertising space in its cars, for cards stating specifically what should be done.

Leading motion picture houses showed slides without cost to the committee.

The Hessler Bill Posting Company donated twenty-three sign locations, three of which were illuminated.

"Clean Up and Paint Up" campaign banners were carried generally on the trucks of business houses.

The Metropolitan Life Insurance Company, through its Wilmington representatives, supplied 40,000 handbills, describing the benefits of the campaign. Children carried home circulars from the schools.

An essay contest on *What Can I Do to Keep Wilmington Clean?* and *How I Helped to Clean Up Wilmington* was announced. There was a special essay contest for high school pupils on the subject, *Can the City Department Keep Wilmington Clean?*

Women's Clubs Were Active

The Women's Clubs Committee started to solicit twenty-one prizes from the merchants, but so great was the enthusiasm that more than forty prizes, ranging from roller skates to a radio receiving set, were obtained.

The Metropolitan Life Insurance Company offered two prizes of $5 each, one for the best campaign essay, and one for the best poster by a child.

The Fire Department made 3,000 inspections for fire hazards.

Pierre S. du Pont used his squad of motor trucks and men in carting 1,378½ five-ton truck loads of rubbish from lots and open spaces. Several hundred additional tons were removed by the city department.

Polish-speaking and Italian-speaking police officers were detailed to inform foreign residents of the plan of the campaign.

To Make Results Permanent

After lots were cleaned up, the Board of Health, in newspaper advertisements, notified all citizens that anyone found guilty of dumping rubbish on them would be prosecuted, and this statement was backed up in the press, in public declarations by the Mayor and the Chief of Police.

To make certain that some permanent agency would assist the city authorities in keeping Wilmington clean, a committee of prominent men and women was appointed, which recommended "that a permanent committee of citizens, representing the various districts of the city, with the Mayor as chairman ex-officio, be appointed to cooperate with the Board of Health in the enforcement of laws and regulations, and to assist in securing such additional laws as will assist the Board of Health in making its work more effective."

If we bear in mind that more habits are formed in play than in any other activity, that more character, either good or bad crops out and develops when the child is having a good time than at any other time, why then leisure time begins to be important even from an adult's point of view.

"Probably a decided majority of delinquent children become such through a misuse of leisure or play time; through the wrong kind of associates and playmates and the wrong kind of good time.

"And in the case of 'teen-age' children if you can keep the 'after-supper-before-bed-time' period filled with wholesome interests and harmless 'good times' the struggle is three-fourths won."

Honorable W. S. Criswell,
Judge of the Juvenile Court,
Jacksonville, Florida

In a University Town

Two hundred and seven men from Chapel Hill, North Carolina, where the University of North Carolina is located, gave a banquet to two hundred and seven boys of the town. The program of speeches by grown-ups and boys, music by the school orchestra and singing was highly successful. The entire day was given over to the boys, and preceding the banquet their grown-up friends took them to a ball game. After the feast a special movie was shown.

Athletic Badge Tests

The Men's Town Club of Chapel Hill, through its Boys' Work Committee of which Professor Harold D. Meyer is chairman, determined to make an annual affair of the Athletic Badge Test Contest. The men of the Club sponsor and finance the project, using the tests of the Playground and Recreation Association of America. "The results of the contest," writes Mr. Meyers, "are many and varied. An unusual interest is developing in field events and in general keeping fit."

A Field Day

The elementary grades of the Chapel Hill school held their annual field day on May 11. Exhibitions of field events by the grades made up the program which was as follows:

First Grade—Dramatization of Mother Goose Stories

Second Grade—Formal Calisthenics for Little Folks

Third Grade—The Rules of the Health Game Visually Shown

Fourth Grade—Formal Marching Drills

Fifth Grade—May Pole Dance and Two Folk Dances

Sixth Grade—How to Prevent Disease

Seventh Grade—Formal Calisthenics for Older Boys and Girls

Field Day Events

Mental Games

Second vs. Third—Birds Fly	Five points
Fourth vs. Fifth—Do This, Do That	Five points
Six vs. Seventh—I Say Stoop	Five points

General Games

Second vs. Third—Run Rabbit Run	Five points

Fourth vs. Fifth—Head and Tail Tag	Five points
Six vs. Seventh—Dodge Ball	

Three Relay Games

Second vs. Third—Simple Relay	Five points
Fourth vs. Fifth—Cross Relay	Five points
Sixth vs. Seventh—Over and Under Ball Relay	Five points

Three Running Games

Jumping the Brook for each group—Five points as before

Three Fun Games

Second vs. Third—Sack Race	Five points
Fourth vs. Fifth—Potato Race	Five points
Six vs. Seventh—Dressing Race	Five points

The Parent-Teacher Association offered prizes in pictures for the classes winning and for the class receiving the largest number of points. The school orchestra furnished the music and refreshments were served. Hundreds of people attended, and a gala day was made of the occassion.

Requisitioning Playgrounds in Oklahoma

The action of the Regional Planning Commission of Tulsa, Oklahoma, in requiring that a certain portion of additions platted in the future shall be set aside for public use as a park or playground before the plans will be accepted by the Commission is most encouraging in indicating the importance attached to the provision of play space by city planning boards.

The resolutions adopted by the Commission at its last meeting are as follows:

"WHEREAS, this regional planning commission has authority to plan and supervise the development of the territory outside the city limits of the city of Tulsa for a distance of three miles and is responsible for the method in which such territory is laid out and opened to the public, and to that end has been given authority to consider, investigate and approve or reject any proposed addition or subdivision in such territory, and,

"WHEREAS, it has heretofore been customary for the owners of property in such territory to plat the same without reference to any general plan for the development of such territory and nearly all plats heretofore filed have failed to make provision for the needs of such additions or subdivisions in the way of parks and playgrounds, with the result that a vast territory both inside and outside the city of Tulsa has been platted and sold without provision for any public spaces, public grounds, public parks, beauty spots or children's playgrounds, and,

"WHEREAS, this commission deems such places as necessary for the proper development of any addition or subdivision in the territory over which it has jurisdiction;

"Now, therefore, be it resolved, that it is the sense of this commission that such public places be provided in all additions or subdivisions to be platted and submitted to this commission for its approval, and this commission requests that all such plats make proper and suitable provision for parks and playgrounds, the size of the same to be in proportion to the size of the tract platted and in conformity to the anticipated density of population of such addition or subdivision; that such parks or beauty spots may be given such names as the donor of such property may desire, provided the same is not a duplicate of the name of some other existing park, playground or public place, and provided the name is indicated on the plat of such property.

"It is the further sense of this commission that often some portion of a subdivision or addition might be deemed waste land as far as using the same for home sites, but would be exceptionally suitable as a park or playground and this commission does not expect, nor desire the donor in dedicating a tract or tracts for parks or playgrounds to include the best portion of his property, neither does this commission expect nor desire that he dedicate property wholly unfit or unsuitable for such purposes."

"The aim of society—and therefore the aim of the teaching of the school—is complete living. The school needs to know the whole child. A full understanding of the child is necessary in order to prepare him for society, yet—although visiting teachers are employed here and there—the schools by and large are 'wofully ignorant of what goes on in the homes and back alleys of the community. "

From The Survey of June 15, 1923.

The Central Recreation Council of Allentown Pa.

The Recreation Commissions Best Ally

By Richard J. Schmoyer
Superintendent of Recreation
Allentown, Pa.

The Recreation Council of Allentown, which is a clearing house for all the recreational activities promoted in the city, is composed of three representatives from each of the various civic, social, religious and fraternal organizations in the city. There are about a hundred and thirty-five people on the Council representing every section and ward of the city. These members, under the leadership of a president, vice-president and secretary-treasurer selected by the Council at its annual meeting, come together three times a year. In the spring they meet to plan summer activities; in the summer, fall activities such as the opening of community centers and the organization of soccer and football leagues. In the late fall the Council concerns itself with the organization of basketball leagues, dramatic groups, bowling leagues and song festivals.

The Council has no iron clad constitution but functions as the occasion and the season of the year warrant. As has been suggested, activities are organized on a seasonal basis. In the spring of the year, baseball, tennis, volley ball, swimming, boating, canoeing, track and hiking committees are appointed. The report of each committee is never made in a formal way at a following meeting but finds expression in the enthusiasm and support of the community for that particular sport. The Supervisor of Recreation must be the dynamo which will keep the committees going. He must utilize them as so many people who will make those particular sports their concern and will see that they are successes.

The Council has proved invaluable to the Recreation Commission, the legal body appointed by the mayor. We find it exceedingly helpful to lay the plans of the Commission before the Council when we desire to put a new piece of work into effect. The Council will rush in where the duly authorized Recreation Commission must remain in the background. The Council has one hundred thirty-five thoroughly interested members who, when they want a certain thing, are sure to get it. Just at present, it is advocating some much needed improvements on our playgrounds. The Council knows full well that there is nothing quite so effective to the office holder, who is also generally the watchdog of the treasury, as the presence of a given number of interested tax payers at a city Council meeting demanding improvements.

Forty-eight teams of amateur baseball players were kept intact last year through the work of the Council. This year it was responsible for a hundred mile mass relay run with two hundred runners from Allentown to New York, and fifty business and professional men furnishing transportation and acting as hosts to the boys. This project was possible because the Central Recreation Council approved it and put its moral and financial force back of it.

A Friendly Social Club

Four years ago last April, sixteen people met in Memorial Hall, Detroit, and organized the Friendly Social Club under the auspices of the Detroit Recreation Department. What this club has meant to the people whose homes are not in Detroit or who are without the social life and companionship which the normal human being craves, cannot be estimated. Most of the members of the club are living temporarily in the city without family or friends, working all day and returning at night to their rooms utterly tired out, with no place to go and no opportunity to entertain their acquaintances and form friendships. Housekeepers, maids, office girls, clerks and men who labor with their hands are among the members. They manage the club themselves, have a constitution, pay an entrance fee of $1.00 with monthly dues of 50¢, and carry out a regular program of social activities.

A cozy club room is provided with magazines, cards, a victrola and similar equipment. Here the members may entertain their friends instead of meeting them in kitchens or on street corners.

"Perhaps you may ask," writes Miss Viola Armstrong, who is in charge of the club, "whether they ever take advantage of the relationships which the club promotes. May I say in answer to this that all acquaintances are made in the proper way. Even at the dances we see that all are introduced with the help of a reception committee, and so far as I know the only unfortunate

results of these meetings—and we keep an accurate track of all—have been a number of happy marriages!"

The Detroit Friendly Social Club is meeting a real need. Such centers of friendliness are needed today in every city of America.

A Folk Dance Evening

The final evening of a drama institute held in Seattle, Washington, was devoted exclusively to recreation. A folk dance specialist directed the program and introduced some of the old English dances such as *Selinger's Round* and *Pop Goes the Weasel.* All of the institute students were keenly interested, and plans to have folk dance evenings regularly in various neighborhood centers of the city were started. This feature was rather an innovation for the drama institute, which was arranged by Dorothea S. Coe, local organizer, for the specific purpose of meeting the immediate needs of amateur players and coaches.

Seattle has a large percentage of people actively interested in community drama. The enrollment of the institute included representatives of leading churches, schools, clubs and industrial groups. Among the subjects of specific interest to these groups were the problems of securing desired lighting effects with little or no special equipment; the choice of suitable incidental music and the accomplishment of suitable costumes and make-up for the various popular characters. Accordingly this last phase of the institute course covered demonstrations of the significance and relation of colors; ways and means of treating inexpensive and common materials to secure robes of kingly elegance and splendor.

Through the efforts of the various coaches and directors trained in this institute Seattle experienced an extraordinary activity in dramatic production.

Since their first appearance 38 successful performances have been given, mostly for demonstration purposes. These have been before 26 different groups or organizations, reaching approximately 5000 people.

One-act plays have been used exclusively, and the standard that only the best was worth the effort has been maintained. Of these, *The Neighbors* by Zona Gale, and *Joint Owners in Spain* by Alice Brown, have perhaps been the most popular.

Inquiries are frequent as to the availability of this group for winter demonstrations. "While we hope to continue this phase of the drama work," says Dorothea S. Coe, local dramatic organizer for Community Service, "we are more eager to turn our time and attention to following up the work of the past year with the organization and supervision of dramatic groups for the respective neighborhoods before whom we have already demonstrated.

"We believe there is no activity for trained or untrained groups which so develops the inner resources of the individual and provides opportunity for self-expression to all ages, permitting each to make his own contribution to the community life in his own way, in any greater degree than supervised community drama. It produces a common bond, and encourages closer cooperation and teamwork to a surprising degree. It furnishes an outlet for youthful energies in a legitimate leisure-time activity at little or no expense, and makes use of the services of those whose talents may be along mechanical lines as well as the artistic. It is democratic, recreational, educational, and, fortunately, popular."

A Messsage to the Youth of America from Chauncey M. Depew who admits that he is eighty-eight years young.

"The older we grow the more we realize that life is worth the living. We think too little of the fun there is in it. We are too parsimonious of laughter. We do not appreciate as we ought the man or the woman who can make us forget while we are amused. We cannot help the past, and that man is a fool who lives in it. Today is a better day than yesterday.

"The secrets of happiness and longevity, in my judgment, are to cherish and cultivate cheerful, hopeful and buoyant spirits. If you haven't them, create them. Enjoy things as they are. The raggedest person I ever saw was a Turkish peasant standing in the field, clothed in bits of old carpet. He was laughing hilariously at our well clothed party. The combination of color and humor made him a thing of beauty, if not a joy forever.

"Let us never lose our faith in human nature, no matter how often we are deceived. Do not let deception destroy confidence in the real, honest goodness, generosity, humanity and friendship that exist in the world. They are overwhelmingly in the majority."

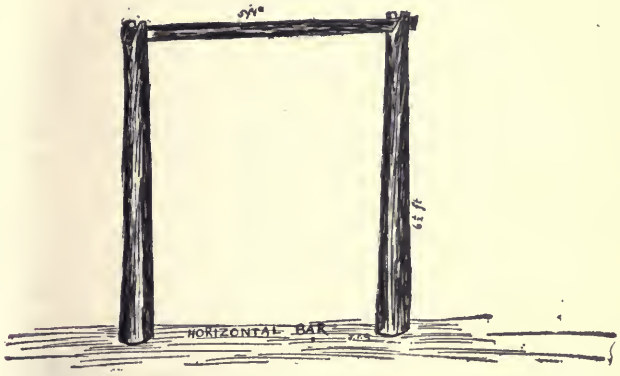
Home Made Play Apparatus

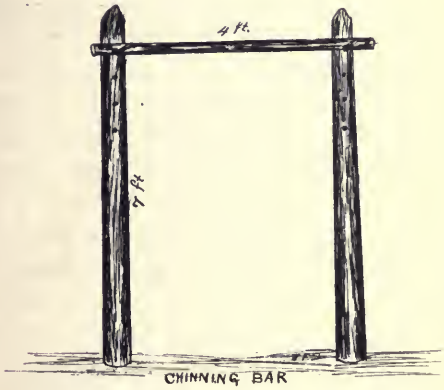
By John F. Smith
Professor of Rural Social Science, Berea College

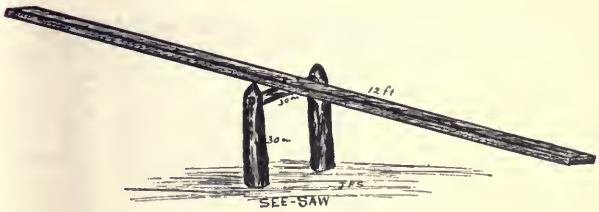
The material used in constructing this apparatus should, if possible, consist of black locust or cedar for posts and hickory, oak, ash or sassafras. The thing to do, however, is to use any kind of durable wood at hand. Nearly all the pieces described may easily be made from fresh material cut from the woodlot. It should be cut between November and March while the bark is tight and should season for three or four months before it is erected. The apparatus may be placed on the lawn at home, on the school playground or on some spot set aside for play purposes.

The holes in which posts are set should be from 30 inches to 3 feet deep, and all posts should be thoroughly tamped after they have been set. This will prevent them from becoming loose from constant usage. All joints, knots and braces should be carefully made and fitted to insure stability and safety. Each piece should be thoroughly tested before children are allowed to use it.

The following instructions will enable any man or boy who can use ordinary farm tools to make the pieces or direct others while the work is under way.





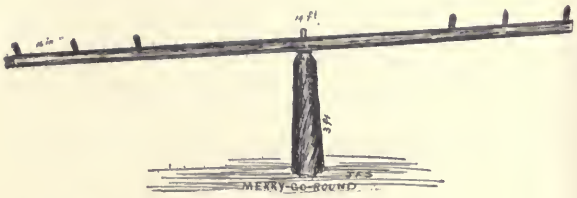


Directions for Making Apparatus

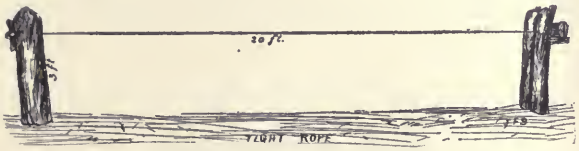
1. **Horizontal Bar.** Set firmly in the ground two posts, 8 to 9 feet long and 7 to 9 inches in diameter at the large end. The bar is trimmed to 2 ½ inches in diameter except at the ends, where it is driven to fit in the notches at the top of the holes. A large nail driven through each end will make it secure. The bar may be of any desirable height.

2. **Chinning Bar.** Posts should stand 7 feet above the ground. Beginning at a point 5 feet from the ground bore a series of inch holes, 3 inches apart, 4 inches deep, sloping slightly downward. Make two hickory pegs 9 inches long to fit in the holes. The bar is 2½ inches in diameter and is notched at the ends to fit over the pegs.

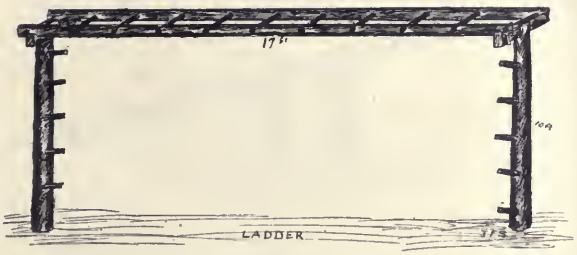
3. **See-Saw.** Set two posts 30 inches above the ground 30 inches apart. Do not tamp until the other work is completed. Bore a 2 inch hole through the top of each post. On each end of a piece of hickory 42 inches long and 5 inches in diameter, cut a 6 inch shaft small enough to turn easily in the 2 inch hole. Fasten this with boards or pegs to a substantial piece of timber 2½" x 10" x 12' or 14' long. Set shaft in position and tamp the posts.



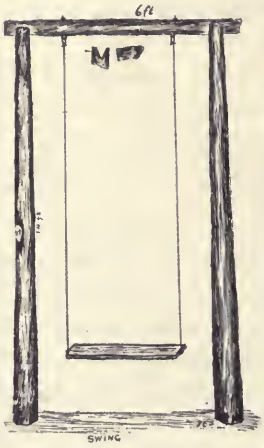
4. **Merry-Go-Round.** Set a post 3 feet above the ground. Bore a 2 inch hole in the top 10 inches deep. Make a hickory peg 16 inches long and drive it firmly in the hole. In the middle of a piece of timber 2½″ x 10″ x 12′ or 14′ long bore a 2 inch hole. Put three 1-inch pegs protruding 3 inches in each end 15 inches apart. Set the rider in position on the post.



5. **Tight Rope.** Set one eight inch post 3 feet above the ground, tamping it firmly. Bore a 2 inch hole near the top. Twenty feet away set two other posts, one foot apart. Secure a substantial piece of hickory about 2 feet long and flatten it slightly at each end. Take a half-inch cable or heavy wire and fasten one end securely to a peg. Draw the other end through the hole at the top of the post and fasten it to the piece of hickory. Set this behind the two posts and tighten by driving wedges between the piece and the posts.

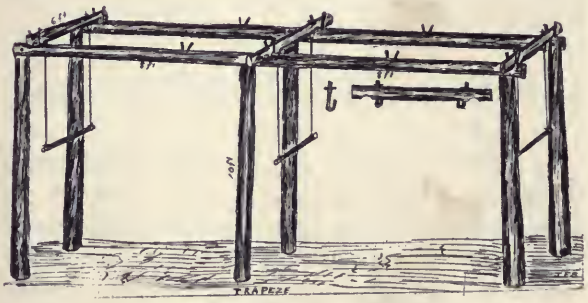


6. **Ladder for Hand-Climbing.** Set two posts 10 feet above the ground and 16 feet apart. In each of these set 2 inch pegs as shown in the cut. Across top of each post secure a bar 30 inches long with a notch or peg in each end. Make a ladder 17 feet long of substantial poles or sawed timbers. The rungs are 14 inches long between the sides and are made of hickory or white oak trimmed smooth. Notch the ladder at each end or put in pegs to insure stability and lift into position.



7. **Slanting Ladder.** This is constructed in the same way as the ladder for hand-climbing, except that the posts at the right are only 5 feet high, giving the slant to the ladder.

8. **Swing.** Set two posts securely 14 feet above the ground and 5 feet apart. In a substantial crossbar 6 feet long put rings or hooks 30 inches apart and fasten on the top of posts as shown in the cut. Attach the ropes securely to insure safety. It may be of any desired length.



9. **Trapeze.** This has the same framework as the swing (see #8). The bar is of hickory, 3 feet long and 1½ inches in diameter. It is notched at each end and may be tied at any convenient height.

10. **Rope for Climbing.** The same framework is used as in the case of the trapeze and the swing, with the exception that the side posts are 20 feet high instead of 14. The rope, which is an inch or more in diameter, is firmly knotted at top.

11. Greased Pole. The greased pole is trimmed very smooth and is thoroughly sand papered. It should be set firmly in a deep hole and stand 18 or 20 feet above the ground.

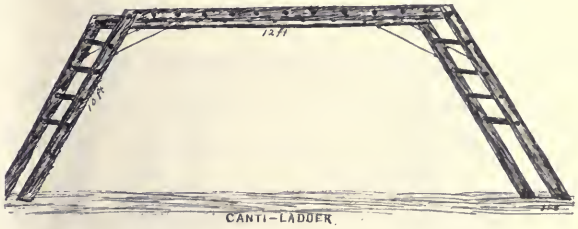
12. Pole for Hand-Climbing. Secure a substantial pole 21 feet long. Bore one set of 2-inch holes 18 inches apart and set pegs protruding 8 inches. Bore another series of 1¼-inch holes 10 inches apart and 6 inches deep,

as shown in the cut. If desired, these may be bored in two parallel lines about 5 inches apart so that a line connecting them will zigzag across the face of the pole. Make two hickory pegs that will fit loosely into the holes. The permanent pegs are not to be used unless the climber becomes exhausted before he has climbed to the top and back.

13. Giant Stride. On a substantial pole 21 feet long fasten a discarded thimble from a wagon pole. Set on this a discarded wagon wheel with tire and attach four ¾-inch ropes 18 feet long

to the rim of the wheel at points equally distant, setting the posts firmly in position. Trim 16 handles 10 inches long, bore a ¾-inch hole in the middle of each, draw each rope through four of these and tie knots in the ropes to hold handles about 15 inches apart.

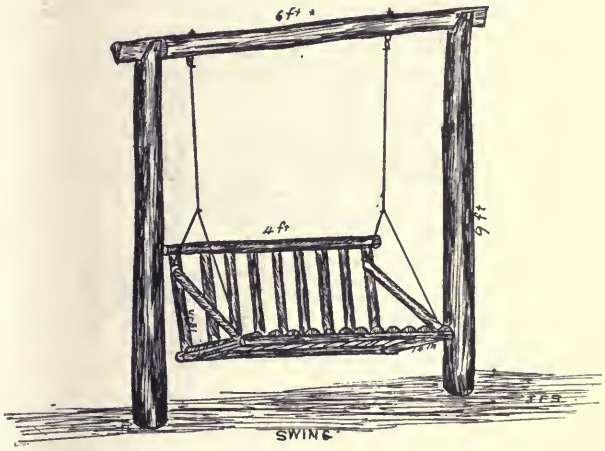
14. Canti-Ladder for Hand-Climbing. These are made in much the same way as the slanting ladder, with this exception: the end lad-



ders are flared at the bottom to 30 inches in width so as to insure stability when standing. The top rungs are 14 inches long between the side pieces. The ladders are securely united by shoulder joints at an angle of about 120 degrees and are reinforced by wire, as shown in the cut, or by braces.

15. Series of Trapeze. This may be made any desired length and height. The cut shows clearly the method of construction. Great care must be shown in joining pieces together to insure stability and safety.

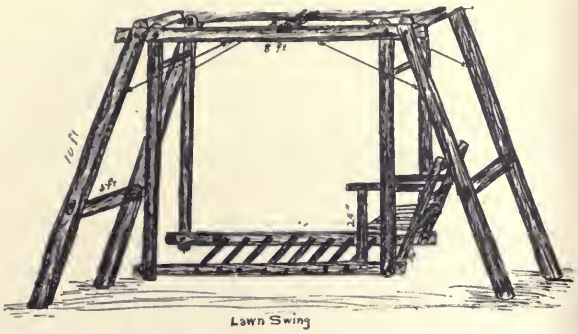
16. Lawn Swing. The dimensions shown in the cut may be varied according to the wishes



of the workmen. The seat is made of sassafras poles from 2 to 3 inches in diameter. It drops to within 10 or 12 inches of the ground. A heavy wire or chains may be employed.

17. Double Lawn Swing. Use substantial poles and fasten joints securely with bolts or large nails. The upright poles are 5 feet apart at the bottom and 3½ feet at the top.

The ladder at the bottom is 3 feet wide. Rungs may be nailed on the top of the piece instead of being set in holes. The seats are set inside the ladder, the joints being made very secure with bolts or nails. Care must be



Lawn Swing

taken to see that the arms of the seats do not rub the upright pieces by which the whole bottom is suspended.

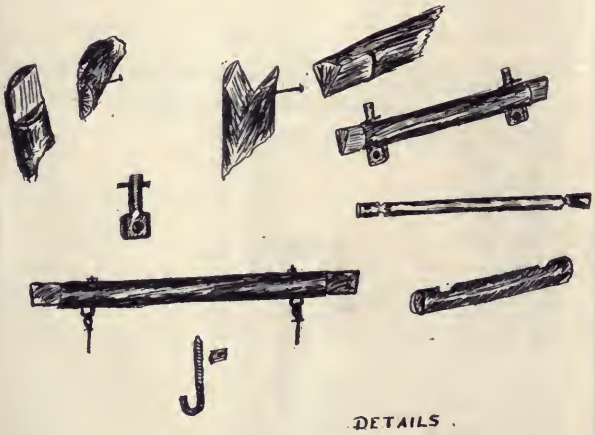
18. Lawn Chair or Seat for Porch Swing. This is made of sassafras poles, 2 to 3 inches in diameter. All joints are mortised. Bore two 1-inch holes and chisel out the wood, or bore one hole and trim end to fit this. Secure the bolts by driving a #8 nail in each side.

seat

19. Ox-Pole Swing. Secure a straight hickory or white oak pole about 5 inches in diameter at the large end and cut to the desired length which is determined by the height of the limb from which it is to be suspended. Split the large end as shown in the cut. Notch each piece and place the seat in position. Secure the seat with nails. Tie the swing securely to a limb with a strong rope or chain, leaving the rope end long enough to insure freedom of movement.

Ox Pole Swing

20. Details. Great care should be exercised in making all joints as accurately as possible.


DETAILS

Making the Playground Function in the Community

Quiet Games

Some quiet games which may be played in city streets are Ball bouncing and tossing games, Caroms, Checkers, Crokinole, Jackstones, Marbles; Parchesi, Pass Object Relays.

Many of the games mentioned as possible for use in streets and narrow spaces may be played in large yards and vacant lots. In addition there may be played such games as Scrub, Fungo, Rush Indoor or Playground Baseball, Kick Ball, Town Ball, and Football.

In outlying districts where there are places to hide, the following games may be advantageously used:—Police and Robbers, Relievo, Run Sheep Run, White Men and Indians.

In addition to the quiet games suggested for city streets, Mumble-the-Peg may be played wherever there is a patch of sod. It is sometimes played on soft pine boards, but when this is done there is more danger of the knife rebounding and cutting the players.

Indoor Home Activities

Among the games which may be played at home are such table games as Checkers, Caroms, Crokinole, Parchesi and Ping Pong. Miscellaneous equipment games are Ring Toss, Faba Gaba, Checker-in-the-box, Observation, Identification, Scouting for Words, and Up Jenkins.

Play leaders should encourage children in such home activities as canning, gardening, health habits, and the care and training of pets.

Methods of Making Home Activities Possible

It helps very greatly in popularizing home games to have the games played frequently so that they will become well-known.

In order to give one or two different activities a vogue in the neighborhood, each season the leader may arrange a tournament between teams representing various neighborhoods or streets. Among these contests and tournaments are Jackstones, Mumble-the-Peg, Marbles, Tops, Kite Flying, and Boat making contests; exhibits of collections and amateur photography; drawings and paintings; Hobby Day; Pet Day; and game tournaments including Prisoners' Base, Team Dodge Ball, Long Ball, Punch Ball and Kick Ball.

Tournaments of this kind increase the importance of these minor teams games in the eyes of the boys and girls, and make them the fashion. Only one or two tournaments should be arranged each season in order to popularize some one definite activity.

Hallowe'en Parade

The playground may give an outlet for the traditional prankish spirit of Hallowe'en by holding a Costume Parade. Awards may be for the most novel costume, the most ridiculous and the most beautiful. When there is a place for a bonfire the paraders may gather about it for stories and stunts.

April Fool may be celebrated in a similar way.

The General Exhibition

A general exhibition of playground activities will consist of games, athletics, gymnastics, folk dances and dramatic games. Stunt and feature numbers may be added when rehearsals for them do not take much of the play leader's time away from the regular daily activities.

An exhibit of things which have been made on the playground may be a feature—kites, lanterns, clay modelling, sand court dolls, paper dolls, boats, basketry and bird houses. If gardening has been an activity the garden products should by all means be displayed, if it is a seasonable time.

Costumes for the folk dances add color. But if the requirements of costumes will prevent some children from taking part in the dances, a good effect is gained by a uniform costume for girls, of white middies and white or dark skirts, or white middies and bloomers, with a bow, cap or sash of a chosen color; for boys, of white blouse and trousers with or without bright paper caps or sashes.

The play leader may choose to present the program with a dramatic setting. The tendency is for physical education departments of schools and colleges to dramatize their exhibitions. Instead of the program of miscellaneous numbers, they choose a theme for the day and weave

each number in as a part of the story. If it is a Greek festival, athletic events, games and dances are of Grecian character. If it is a Robin Hood or old English May Day, there are athletic events, archery, wrestling bouts, Morris dances, Maypole dances and old English games. A fairy or mythological theme, any scene of general rejoicing such as a christening or wedding scene, the restoration of a lost prince or princess, the triumph of good over evil, gives an opportunity for a festival in which peasant folk and court entertainers perform whatever feats the physical education and play departments care to present. It is desirable that the story used be developed in the story hours and dramatic play periods.

Folk and Group Dancing

A program of folk and group dances and songs makes an excellent opportunity to develop an exhibition program into a community event. Following an exhibition by playground children of dances which they have learned on the playground, the audience may be drawn into general group dancing and singing.

In a community made up of foreign born citizens such a program may be a link between them and the native born. If the play leader enlists their interest and assistance in using their native dances a basis for real friendship and ties is formed.

The play leader may induce the foreign born to teach her some of their dances so that she, in turn can teach the dances to their children, for it frequently is the case that the children cannot dance the dances of their parents. She may utilize the aid of foreign born mothers in cutting and designing folk costumes which add vividness to the exhibition and have an educational value.

When the play leader begins teaching children of the foreign born their parents' dances, the children at once attain an added respect for and interest in the customs of their fathers. This spirit can be also utilized in fostering patriotism for the new country.

The everyday playground dancing frequently includes in addition to folk and national dances, others with the spirit of folk dances, which playground and gymnasium instructors themselves have composed for their classes. Some of these have excellent physical and social worth and can well be used in such an exhibition; but play leaders should not call dances "folk dances" unless they are genuine.

Folk songs as well as dances can be used on the program in two ways, as special numbers, and also as singing by the entire audience under the direction of a song leader.

For the general group dancing, the leader should be careful to choose only those group dances that are so simple of step and figure that everyone can quickly "catch on" without much teaching or promoting.*

Before the audience is asked to dance a group dance, the leader should have a small number go through the figures on the platform. The members of this group should then be distributed among the audience to act as leaders of sets.

Sets for Virginia Reel and similar dances must be small enough for each leader to direct easily.

A Playground Carnival or Fair

On some municipal playgrounds sale of articles is not permitted. Other playgrounds raise a small sum each season by sales of articles which are made on the playground or contributed, using the money for playground purposes or as a gift to some charitable organization.

A carnival or fair affords an excellent setting for this kind of sale. Tables, booths and stalls should be arranged for the sale of articles. Vendors of wares and all in charge of sales should be in fancy costumes, some with trays of colored trinkets and bonbons, suspended from their necks, others with bunches of gay balloons bobbing overhead, may walk through the crowds offering their wares.

If the carnival is held on the playground, a costumed "barker" may be in charge of each piece of playground apparatus. Each "barker" should have an assistant, also in costume, to see that the crowd observes the safety rules in using the apparatus. Miscellaneous attractions may be arranged such as juggling, clownish stunts, wrestling, drills. The folk dancing program may be a feature of the carnival. If a band is available, it should by all means be utilized. A "Parade of Nations" is a good spectacular feature. When evening comes, strings of colored Chinese lanterns add much to the spirit of the occasion.

National Holidays

Playgrounds should celebrate in some way each national holiday. When it is made the occasion

*(See pamphlet No. 179, "Folk dancing as Social Recreation for Adults," by Elizabeth Burchenal, and bibliography describing group and folk dancing, issued by the Playground and Recreation Association of America, 315 Fourth Avenue, New York City)

of Community Festivals some part of the program should have patriotic or historic significance. One of the best ways of portraying this is through dramatization and symbolism.

A feature of Flag Day program may be an annual celebration of the arrival to the age of citizenship by young people of the community. The Old Romans considered it important to make the attainment of citizenship an event in the lives of youth. The ceremony of "Toga Virilis" was an impressive one. American communities can make American citizenship something to anticipate on the part of playground children. In Washington, D. C., Community Service arranged a New Citizens' Ceremony, for which former Secretary Lane wrote the pledge taken by the young citizens.

The Community Festival

In this type of activity, the program is planned and carried out by the representatives of various groups in the neighborhood of the playground.

In earlier times when festivals were held there were rarely any spectators. Everybody participated, even the lords and ladies of the castle; for the festival is distinctly of and for the people. In this form it still continues in some rural communities and stands out as a spontaneous custom typifying real community spirit and effort.

In cities and in communities where the festival has died out, the playground movement in the last decade has done much to revive the custom. The common impulse is still there, although quiescent, and the playground leader can stimulate it. It is possible, however, that a new play leader on a small children's playground may feel that she has neither the acquaintances nor the time necessary to conduct a festival of this kind. But she can, at least, make a start which in a few years will develop into a program arranged through members of the community. For example, on Exhibition Day and other special programs she may include a few activities for adults, or she may arrange a Parents' Day and by securing their interest on such occasions make contacts for the broader plan of community festival.

To organize a festival through members of the community it is first necessary to interest influential members of the various groups. The next step is to call a general meeting. At this meeting, the idea can be broached and, if agreed to, working committees appointed.

Committee on Publicity. Publicity is an important part of the arrangements. On the committee there should be some of the following persons; editors of local papers, principals of schools, managers of moving pictures, librarians, priests and ministers.

If there are funds for printed or mimeographed notices they may be furnished librarians for slipping into books given out, to business houses for insertion in packages and to commercial and industrial firms to be put into pay envelopes. Managers of motion picture theatres will often be willing to flash announcements on the screens. Slides are easily prepared of gelatins for the purpose.

The committee may hold a poster contest for children and exhibit in downtown windows the best posters announcing the festival.

Committee on Activities. The play leader should be a member of the committee in charge of the program of activities. This committee should appoint for the day itself leaders of games, a leader of singing, a storyteller, and a fortune teller. The leader of the children's playground can organize some of the older boys and girls to assist in leading games.

In choosing a space large enough for the crowd it may be necessary to give the festival outside the boundaries of the playground. A setting of grass and shade is particularly desirable.

After going over the space and deciding where each game is to be played the device of placing a stake bearing the name of the game printed on cardboard in the ground at the place where it is to be played will get the crowd distributed at once.

A Horseshoe Pitching Tournament, races, field and track events should be arranged for all ages.

Where space and equipment permit baseball, basket ball, volley ball, captain ball, athletic and track events with adult young men or women in charge should be included among the activities.

There must, however, be plenty of good active games of informal character which are easily taught to adults. A good game to start off with is *Forty Ways of Getting There,* played as a contest with awards for the most humorous and most unique *way, Black Tom* or *Pom-Pom Pull Away* will get everyone playing without waiting to choose sides. *Black and White* requires dividing only into two sides and can include the entire group. *Hindoo Tag, Ankle Tag* and *Japanese Tag, Handkerchief Snatch, Slap Jack, Three Deep, Co-ed Tag* and especially *Drop the Handkerchief* have proved popular with grown-ups.

For those who may not wish to enter into games requiring much running, relay games involving speed in passing objects such as balls, Indian clubs, bean bags, apples, oranges, ears of corn or any convenient objects provide the fun of competition between rival teams, while an umbrella, an elopement race or a suitcase race in couples, a nail driving contest for women and trials of physical skill for men are mirth provoking.

These informal group games may be conducted in either of two ways. (1) The players are divided into groups, each assigned to a definite space with the play leader who directs the game planned for that space. At the sound of a whistle each group progresses to another space and a new leader for a different game. (2) The various groups and leaders play the same game at the same time and at the sound of the whistle the leader changes the game, the group remaining where it is. In either case the play periods are from three to ten minutes in length. The first method must be used when games requiring a certain kind of court and apparatus are included.

Singing may be included among the activities in one of the game periods in place of a game. But the mood of the gathering should be carefully watched in this connection, and care should be exercised in choosing songs that are really familiar.

In quiet, but not inconspicuous corners, a storyteller in costume, and two leaders of quiet games, guessing games and pencil and paper games will entertain children weary from strenuous play. A fortune teller in costume is always popular with young people. A gypsy camp scene for the fortune teller makes a picturesque feature. It may be desirable to introduce "Cho-Cho," the "Health Fairy" and the "Picture Man" on festival day.

A committee of older children and adults may serve in relays to amuse babies so that mothers may take part in the activities. This problem is simplified if the festival is on or near a children's playground where there are the sand courts, baby swings and slides. On a picnic ground a shady place should be reserved for babies and, if possible, provision made for their care.

If the program extends into the early evening the people attending may be asked to bring box and basket luncheons or the committee may arrange to sell sandwiches, ice cream and other refreshments for picnic lunches. Chinese lanterns and flags give a festive appearance to the grounds for the early evening play hour.

In each community, the committee will have some special feature to add to the program. A neighborly note is struck when a public welcome to new residents in the neighborhood is made on Community Day.

The Community Festival may be an instrument in the process of knitting the community together through common participation.

References

Publications of Community Service

Rural and Small Community Recreation ... 50¢
What Can We Do ..... 25¢
Good Times at Small Cost ..... 10¢
Twelve Good Games ..... 10¢

Publications of the extension divisions of Pennsylvania State College, University of Wisconsin, and other State Universities.

A League for the Hard of Hearing

In addition to the Friendly Social Club, the Detroit Recreation Department is maintaining a league for the hard of hearing, the purposes of which are:

1. To promote and aid the interests of the hard of hearing
2. To promote wide-spread interest in the study of lip reading
3. To create a center for the hard of hearing where social intercourse and mutual inspiration may be encouraged and provided.

The annual dues of active and associate members are $2.00. A constitution controls the administration of the group, which mantains club rooms. Monthly letters sent to members outline the activities for the month.

In addition to the purely social activities, lip reading is taught through practice and classes, advice and information on hearing devices and deafness cures are furnished, employment service is in operation and hand work is taught.

Through the social program are provided such activities as Bunco parties, mass meetings for men, dancing parties, game parties and outdoor picnics.

Banquet Table Stunts

By
George W. Braden

Very often such luncheon clubs as Kiwanis Rotary, Lions, and others, enjoy having a few table stunts which will add enthusiasm and interest to their regular round table meetings. The following suggestions are offered for the benefit of these clubs and for use at special dinners in connection with community centers, churches, playgrounds, and fraternal bodies.

1. *Valentines.* Supply each table with 24 x 24 square pieces of white paper. On signal the paper is passed around the table, each person folding once and tearing out a piece with the object of making a most acceptable "paper-tear valentine." A judge determines the winning table.

2. *Subject Writing.* Each table is supplied with a piece of blank paper and a pencil. On signal each person must add ten words to a statement on the subject designated. Subjects suggested are: Women's Rights, Labor Problems, The Present Administration, and similar topics.

3. *Pictures.* Supply each person at the various tables with a blank piece of paper and a pencil. On signal each person must draw a picture of the Chairman of the meeting or some other person designated. Papers are then collected and a decision is made regarding the best picture.

4. *Advertisements.* Distribute twenty or twenty-five pictures of prominent advertisements. In cutting out advertisements see that only trade-marks or general statements appear. Each person writes down what he thinks the advertisement is. The papers are then collected and announcement is made of the person having largest number of correct answers.

5. *Poetry.* Each table is given opportunity to make an original limerick on subjects designated. The limericks are read aloud and a prize given for the best one produced.

6. *Musical Medley.* Provide each person with pencil and paper. Have some one at the piano play the following songs or any others desired:

Sidewalks of New York
Daisy Bell
Sweet Rosie O'Grady
The Bowery
Little Annie Rooney
In the Good Old Summer Time
Yip-I-Addy-I-Ay
Sweet Genevieve
In the Gloaming
Silver Threads among the Gold
Home, Sweet Home
Good-bye, My Lover, Good-bye
Tavern in the Town
Sailing

Each person writes down the name of every piece as it is played. Lists are then checked off and an announcement is made of the winner.

7. *Questions and Answers.* Give each person a penny announcing that questions will be asked, the answers to which will be found on the penny. The leader asks the following questions, the guests writing the answers. A prize is awarded for the largest number of correct answers:

Question	*Answer*
1. A Messenger	One Cent
2. Ancient mode of punishment	Stripes
3. Means of inflicting it	Lash
4. Piece of armor	Shield
5. Devoted young man	Bow
6. South American fruit	Date
7. Place to worship	Temple
8. Portion of a hill	Brow
9. Three weapons	Arrows
10. First American settler	Indian
11. Emblem of victory	Wreath
12. Emblem of royalty	Crown
13. One way of expressing matrimony	United
14. Part of a river	Mouth
15. Implements of writing	Quills

9. *Oyster cracker relay.* There should be equal numbers of players at each table participating. Every table should be supplied with a bowl of crackers. On the command to start the player nearest to bowl takes ten crackers from the bowl, passing them to number two, then to number three and so on around the table, returning crackers to bowl. The same number of crackers should be used as there are guests around the table. The leader of the first table finishing should raise his right hand and shout, "finished."

How Communities Make Men

In the course of a series of lectures at Union Seminary, New York City, Dr. Joseph K. Hart defined the word "community" as essentially meaning communion, a common interest. Formerly a community was a group of people bound together by blood relationship and later a group of people that had real communion because of a common territory, common interest and common vocation. This union was a deep spiritual relationship. In the development of our civilization, the word "community" has lost practically all of its significance. We sometimes apply it to neighborhoods, but actually there are very few real neighborhoods left.

Dr. Hart feels there are possibilities of bringing back the primitive meaning of community.

Dr. Hart traced the development of community life from the time when the people lived in small villages in well integrated groups where there was a common bond in territory, in interest and in vocation and brought the people in a community together because they shared in all aspects of life. Later on we began to get specialization and certain people were set aside as teachers, as preachers.

As this second stage developed, cities grew up and within these cities these different professional interests developed into institutions and people began to think of themselves not as members of a community but as members of an institution. Hence we find the community breaking up into fragments. We get our fellowship not in the community but in fragments of the community. That is, we are politicians, we are teachers, we are business men, we are preachers, but we are not citizens. We no longer have a community, we have a group of institutions. We have a mass of fragments.

The third stage was the period of the Industrial Revolution. About 150 years ago a steam engine was invented and immediately there began a drift toward cities. Since that time we have built our lives around engines. It was found that engines could be more efficient when grouped together in masses. We have become efficient units of production but we have lost our souls. Cities are terribly productive but deadly to personality. We have made of ourselves attachés of machines. The city has use for mechanical units, but no use for our personalities.

Although this process has been going on for 150 years, it has been greatly expedited in the last 30 years by the perfection of the automatic machine and by the wide-spread use of the automobile. The deep desire in the hearts of people for communal life has urged them to the city in the hope of finding it, and so the result has been that our rural communities have been sterilized and our city life has become mechanized.

To escape from this situation back to social and communal relationship is one of the biggest problems of America today.

Dr. Hart said that the deepest feeling of a human soul is for this community existence, that is, real communion with our fellows. We formerly had this in the primitive community. In the development of cities the communion has been lost. The development of the city has really been incidental, because the people came not to develop the city, but to find satisfaction for their souls. Instead of finding communion in the city, they have found only a wilderness.

Upon arriving in the city, instead of finding satisfaction we have found that this deep hunger for communal existence has been played upon and despised by the automatic machine.

Possibilities for Hope

Here and there in our industrial system some men are realizing the effect of the automatic machine. People are now admitting the absence of community life and they are beginning to desire a return to the time when this will be possible.

Men cannot think or wish a new world. This new world must be based upon an economic foundation. We must bend and organize the forces to realize the new world which we want. We know that the forces which have been at work have been bigger than we are. We are now learning to control these forces. Dr. Hart feels we are on the verge of a new era and the most hopeful thing about it is that we are learning to remake our economic foundation.

Engineers are giving us a vision of the

resources which we have. The new idea which all engineers are agreeing upon is that it will be possible within the next few years to have power stations established in different parts of the country which will be central points for supplying power for all purposes of heat, light and power. There are two viewpoints taken by the engineers as to the result that will follow the establishing of these power stations:

1. It will mean an even greater centralization of life.
2. The second is that if we have the courage and the vision and will work to control the forces, it will mean a decentralization of life.

This will mean moving away from mechanical centers back toward an intelligent humane, and human type of community. It will mean that small industries will have a better chance. It will mean that education will be diffused and will be closer to the life of the people. It will mean that religion, rather than being apart, will became an actual part of the life of the people. It will mean that all of the vocations which have been crystallized in the institutions will again be decentralized so that each institution will share in the religious, educational, and political life of the community. When that time comes we shall all participate in the work, in the worship, in the play, in the education and in the common activities of community life. At that time our community life will be understood and will be intelligent.

A community is the actual soil of human personality. The world's problem is the making of communities that will provide the soils for the production of rich, varied, interesting types of personalities.

No matter how much we think to the contrary, a human being is dependent upon his environment. Sometimes we have an occasional person who rises above it and we all know of a person here and there who has come up in spite of it, but in general we are products of it.

It is, therefore, very fundamental that the environment be right. It is also important that we understand and appreciate the conditions and forces that have produced us. One of the dangers is that a person having been produced by certain conditions and certain forces, assumes that those conditions and forces are right. Very few people will criticise the schools and universities through which they have come. We must divorce ourselves from conditions that have produced us and analyze what there is of good and what there is of bad in those conditions.

Relationship of Community Life to Education

Our whole problem, then, is one of developing personality. In the primitive stage of life, the individual child was the product of the life he lived. His life was formed by his sharing effectively the varied emotions of his group, including its fears and joys. He learned to work by working, not by reading books. He lived in an atmosphere of religion because all the people in the group were religious. He saw and participated in the play life of the group.

He accepted the life of the community as his responsibility. For example, the young Greek, usually upon arriving at a certain age, took an oath dedicating himself to the caring of his share of the responsibilities. After taking his oath, he felt "here is my community, its friends and its enemies are mine."

The difficulty with this complete surrender to the life of the group was that it was too much for the individual's personality. The assuming of this responsibility was so large that it subordinated his personality entirely to the group. We do not want this type of man-making today. This process tended to produce a standardized product. There are some people today who want this suppressing and repressing standardized process of the primitive group, but fortunately the number of people wanting this is decreasing. The advocation of the Lusk laws, the desire for dictated histories, are evidences of the desire on the part of some for the standardized process.

As the institution of the school has developed with the growth of our civilization, we have assumed that the process of educating the child is taken over entirely by the school, and so the responsibility for education has been passed on to the teacher and assumed that no further attention was necessary. However, education won't be taken over. Children keep right on being educated whether they are in school or out. We cannot assume that the child starts his education at nine o'clock in the morning and quits being educated at four thirty in the afternoon. He is influenced

either for good or for bad every time he comes in contact with life, and so the process of education in the individual child goes on before school and in the afternoon and in the evening and in the summer time and in vacation. As a matter of fact, the school is only an incident in the education of children in modern cities.

An hour in school is less effective than an hour in life. The absorbing activity of play may give more to the educational development of the child than he gets in school. Boys and girls in New York City are being made into men and women less by the schools than they are by the streets. We are educated by the things we do, by the things that stick, and not by the fund of information that is poured into us in a formal way at certain set times. The informal, spontaneous activities of the playground frequently are far more educative for life than the formalities of the school group.

Wilkes-Barre Gets the Playground Spirit

(*Continued from page 380*)

and oiled, tuned and polished them for the big pushmobile derby.

The grand climax of the whole season came on August twenty-eighth and twenty-ninth in the form of the playground circus. Nothing was spared to make this event the great success which it turned out to be. There were side shows with freaks and barkers and in the main tent was a three-ringed performance which in a minature way rivalled even the Barnum and Bailey show in the elaborateness of its program. All of Wilkes-Barre turned out for two nights to see the big show.

The playground athletic side of the Wilkes-Barre program is a revelation in itself. The athletic organization included nineteen leagues starting with boys under 85 pounds and running up to and including the men in the twilight leagues. There were 206 teams of boys and men and 33 teams of girls, a total of 239 teams. In the baseball leagues there were 66 teams playing 258 games, in the twilight volley ball leagues were 16 teams playing 66 games, in the quoit leagues there were 125 teams playing 446 games and the 33 girls volley ball teams played 96 games. In six weeks a total of 866 games were played with a total of 1692 registered players.

Allowing an hour for each game with continuous playing of 12 hours per day it would take 72 days or 12 weeks to play this schedule, one game at a time. If the players stood shoulder to shoulder they would cover a distance of six blocks, equal to the distance around the public square and all the way to the river.

Because of organization in advance and careful preparation, Wilkes-Barre has never had such a successful twilight baseball season. Fortunately it was possible to secure the services of John Gallagher, formerly a professional league umpire, who organized a staff of trained and uniformed umpires for all of the league games. Mr. Gallagher himself was retained by the local organization and acted as the Judge Landis of the leagues. His was the final decision on all protests. During the first half of the season only ten protests were submitted. This was due to the well-organized staff of trained umpires who knew the game and were respected by the players.

Mr. English was given full authority by the city government to control all baseball diamonds in the city and to issue all permits for their use, and he issued more than 1,000 such permits during the season.

The Giant Sprinkler was another feature of the playground season. This was designed by Mr. English so that it could be dismantled between stops and transported on a truck. It was one of the most useful pieces of playground equipment making hourly stops in the congested neighborhoods and covering the entire Wyoming Valley playground system.

During the summer the Playground and Recreation Association of Wyoming Valley, Pa., employs this giant sprinkler to the delight of the youngsters.

Is Bull Fighting Losing its Appeal in Mexico?

By S. W. Rider

In part, better sports are taking the place of bull fighting in Mexico, but bull fighting has a very strong hold on the people and there has been a revival of this form of amusement in recent years. Progress is being made in certain directions to counteract this tendency through increasing attention to real athletics. Mr. Williamson, General Secretary of the Young Men's Christian Association, states that he has been informed that it is difficult in Chihuahua to get up a lively interest in bull fighting because the Mexican men and boys have taken up baseball and are playing with enthusiasm. Baseball, football, tennis and golf are all growing in public favor among Mexicans and foreigners. There is a steady growth in the development of healthy sports in Mexico and that naturally is having a good effect upon the people. I wish that some of our good friends in the United States would interest themselves in work of this kind for Mexico. I know the people well and I am sure that such work would pay good dividends as it does in our own country.

J. C. Delgadillo writes on this subject:

Bull fighting is not a sport, but a show, a diversion. It has great appeal for the masses because of the elements of valor, skill, plastic beauty and color. These things, added to music, and our sunshine make of bull fighting as splendid and barbarous a show as that of the Roman arena; and, you know, we are not so far removed from such primitive ages as not to have in us a morbid taste for bloody spectacles (as bull fighting and prize fighting)—and people crowd the bull rings to get drunk on sunshine and music, enthusiasm and . . . the sight of blood.

There is a great deal of writing and opposition against bull fighting but to very little avail in Mexico City and central Mexico; in the northern states bull fighting has never had as great a hold on the people as in other regions. Right now, when there is a revival of bull fighting in central Mexico, we do not have more than six or eight shows or "corridas" in a year. Amateur and mediocre bull fighters do not draw a crowd, it is necessary to bring one of the "aces" like Gaona for instance, to fill the bull ring, and I am told by the promoters, that except on such big occasions bull fighting is not a good business proposition.

What effect has the promotion of baseball and other sports and athletic activities on bull fighting? It is more effective than any other form of opposition. It will take—long years; but sports, baseball, particularly, will finally kill bull fighting in northern Mexico.

Here are some interesting things in regard to baseball in our City. Last year the writer organized a city amateur baseball league, patronized by "El Porvenir" our leading newspaper. There were 16 teams in the league, with 15 players in each team making a total of 240 players. The schedule called for 8 games one Sunday and 16 games—every other Sunday, morning and evening. We took account of the number of spectators attending the games and found an average of 4,500 at the games of our league. As outside of our league there were about twelve or fourteen other teams of amateurs and six professional teams also playing every Sunday, I estimate that between June and September, there were played in the city, every Sunday, about twenty to twenty-five games on an average, attended by about 8,000 spectators. My figures are very conservative.

This year there are two amateur leagues with 26 teams, and about 15 or 20 more playing independently. Last year during the baseball season no bull fighting was a success, financially, except one big "corrida" with two of the most famous "matadores."

There are thousands in Monterrey who would rather play or see a game than go to a bull fight.

Before closing let me tell you some news, of interest to you, I am sure. The Rotary Club of this city, at the suggestion of Dr. Eusebio Guajardo of the Y. M. C. A. board is to present the city with a small model playground.

A. C. Sawhill association Cristians de Jóvenes Chehuahua, writes: I can only speak of the northern part of Mexico as I do not believe what I say is true to as large an extent in the south, but I am glad to say that during the past year baseball has practically taken the place of bull fighting. The game has become very popular and I don't believe that there have been a half dozen bull fights during the past year.

Basket ball is taking hold and is extremely popular during the fall and winter months, while at the present boxing is a very popular sport.

The Question Box

Telegram from a Southern City:—School architect here planning new public school building says modern high schools make no provision for playground. Can you mail us some data disproving assertion and showing need of school playgrounds? Thanks.

Answer:—In October, 1922, the United States Commissioner of Education sent a questionnaire to superintendents of schools in cities of 30,000 or more in reference to the question of school playgrounds. One of the questions was, "Is the Board of Education providing playgrounds for all new school buildings?" Out of 164 replies to this question, 143 reported that the School Board was providing playgrounds for all new school buildings.

Another question was, "What is the standard playground in square feet per pupil?" There was a great variety in the answers, and many cities reported that they had no standard. The amounts reported varied from 10 square feet per pupil in one city to 300 square feet per pupil in two other cities. The following are the standards fixed by more than one city. Three reported 30 sq. ft., two reported 50 sq. feet, two reported 60 sq. ft., two reported 75 sq. ft.; seven reported 100 sq. ft., 5 reported 200, two reported 300 sq. ft., 35 cities reported that the playgrounds at each school were large enough to accomodate all the children at one time.

Another question was, "Does each High School have an athletic field?" 76 cities out of 175 reporting indicated that each High School possessed an athletic field. A great many of the other cities reported a central field for several High Schools or that athletic fields were rented for the use of the pupils.

The following paragraphs from a report issued by the American City Bureau covering a survey of school buildings and school grounds made by a National Committee for Chamber of Commerce cooperation with the public schools should be of interest to you. In the introduction to this report, Professor George D. Strayer, of Columbia University, made the following statements:

> "Playgrounds are not available in connection with many of the older buildings, and unfortunately even in the case of many modern buildings sufficient ground has not been secured at the time of the erection of the building. If we believe that it will pay to provide for the physical well-being of boys and girls, the attention of the American people should be focused upon the necessity for more space in connection with school buildings. It is distressing to note that one-half of all of the buildings covered by this inquiry have less than thirty-four square feet of playground space per child. Students of physical education have long maintained that adequate play space requires from one hundred to two hundred square feet per pupil. It is clear that in many cities children are now housed in buildings in which there is less space on the playground than is supplied in the class rooms in which they are taught.

In the body of the report there are tables showing the number of square feet of playground space per capita for schools in American cities, and it is shown that for cities from thirty to one hundred thousand population school playgrounds provide an average of 59 square feet per pupil. The following statements from the report may be of value:

> "It is the generally accepted standard that 100 square feet of space per child is an absolute minimum. . . . This situation (the general lack of adequate school playground space) is but partly accounted for by the fact that it is in comparatively recent years that the value of playgrounds has been realized. The sites of many of the old school buildings are on parts of blocks in congested districts, and many of these sites are covered by the building itself. In spite of this, many of the newer buildings are erected on the old sites, or upon sites duplicating the old defects.
>
> "These facts of limited playground space present one of the serious problems confronting those who are interested in the welfare of American school children. School authorities are attempting to relieve conditions by various makeshifts, one of the most common of which is to allow groups of children to use the playground space at different times throughout the day. Each playground should be large enough to include a section equipped with slides, swings and other apparatus for the smaller children, and larger sections

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equipped for tennis and the various recreational and athletic activities of large groups of pupils of all ages. Whatever the cost, adequate playground space should be provided for those school buildings already erected in congested districts. Public sentiment must become so strong that it will be considered a breach of trust for school authorities to erect a school building on a site that will not afford adequate playground space for all the pupils.

On the playground the physical well-being of the child is developed and here he learns through properly conducted games and in athletic activities how to play the game of life squarely in competition with his fellows."

A number of states and cities have determined by law the minimum acreage on which public schools can be erected. With the increasing importance of play and physical education in the school curriculum as indicated by the fact that 32 states have passed legislation making play and physical education compulsory, it is very evident that adequate play space is of greater importance now than ever before.

At the Conferences

On July 29 and 30, seventy-five playground workers from nineteen cities in New England gathered at Fitchburg, Massachusetts, for a two day conference held under the auspices of the summer continuation field service of the Playground and Recreation Association of America. The meetings were held in the field house of Fitchburg's million dollar field, and here were discussed problems of administration, play activities, athletics, handicraft and the importance of the interplay of community agencies in the recreation program. Among the speakers were Mr. Carl Schrader and Miss Louise French of the Massachusetts State Department of Physical Education; Mr. Henry Higgins of the Massachusetts State Parole Board; Mr. Thomas Ferguson of Tufts College; Dr. Francis McMurray of Fitchburg, and others. There were, in addition to the formal presentations, an informal discussion, and a demonstration of games and handicraft.

Of the conference, one of the playground supervisors wrote, "We certainly were fortunate in being among those present at the conference in Fitchburg. Do have more of these conferences! The feeling of enthusiasm, the knowledge of what others have done, the reasons why some playgrounds prosper with little and others fail with much, the need for *real* playground work, was brought out so emphatically that I felt as though the train moved too slowly to reach home quickly enough for me to tell the others who were not so fortunate as I, some of the things I had heard."

"The success of democratic institutions depends, in the long run, on *every* citizen's doing *his* best for the common welfare. Slackers and maligners belong in a society based on slavery not in a society of freemen. The progress of democracy depends on the successful development in all sorts and conditions of men of personal initiative, interest in the work that yields the livelihood, joy in work loved and ambition to excel in it. Every successful industry is characterized by increased production, not by diminshed. Every effective and happy human being yields a similar result."

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Book Reviews

THE CHILDREN'S PARTY BOOK, by Marion Jane Parker. Price 50¢

Grown-ups—mothers particularly—who are often at their wits' end for new ideas for a children's party, will find this boklet very helpful. It not only contains suggestions for various kinds of parties but it also gives receipts, prepared by Helen Harrington Downing, for all the "goodies" which children love at parties. The illustrations in the book are charming. Copies may be secured from Marion Jane Parker, 1020 South Karlov Avenue, Chicago, Illinois

FUN, FOLK AND FAIRY TALES. National Association of Junior Chautauquas. Published by Fleming H. Revell Co., New York City. Price—$1.25

Under this intriguing title the National Association of Junior Chautauquas offers a compilation of some of the stories told by Junior Chautauqua leaders, upon which the boys and girls for whom they were written have set their approval. "And that," says Edmund Vance Cooke in his interesting introduction, "is the highest authority of all."

HOUSEHOLD MECHANICS, by Earl E. Bedell. Published by the Manual Arts Press, Peoria, Illinois. Price—$.55

For the boy who is of a mechanical turn of mind this series of thirty-two job sets will be of keen interest. Suggestions are given for many kinds of construction and repair work on articles in the home, such as door bells and faucets.

APPARATUS WORK FOR BOYS AND GIRLS.—A course of graded Instruction, by Leopold F. Zwart. Published by John J. McVey, 1229 Arch Street, Philadelphia, Pennsylvania. Price—$2.25

This book presents a series of exercises in the form of lessons with four lessons upon each piece of gymnastic apparatus for three groups of pupils. There are exercise for both boys and girls. The apparatus involved includes horizontal, parallel and stall bars, horses, rings, ladders, giant strides, climbing poles, bucks and mats.

CITIZENSHIP INSTRUCTION. BUREAU OF NATURALIZATION United States Department of Labor. Government Printing Office. Price—5 cents

This careful analysis of the problems confronting those concerned with citizenship instruction in Hackensack, New Jersey, with its description of the plans found most successful and the methods in use, will be very suggestive to all who are meeting similar problems.

SPAULDING'S ATHLETIC LIBRARY. Official Football Guide. American Sports Publishing Company, 45 Rose Street, New York City. $.25

The changes in rules as recommended by the Committee on Rules are outlined in this guide which has been edited by Walter Camp. In addition to the official rules which appear in separately bound, detachable form, there are collegiate and scholastic reviews and a record section which will delight every football "fan."

TENNIS TACTICS, by Raymond D. Little. The Macmillan Company, New York. Price—$1.00

A very practical guide is this book written out of a long experience in tennis playing. Emphasis is laid on the principles of generalship and strategy which enter into expert playing, though the beginner will find in the book much valuable instruction in strokes and positions.

HOW TO PLAY TENNIS, by James Burns. The Macmillan Company, New York City.

Another guide for tennis players is to be found in this book in which are described in detail positions and strokes, serves and back hand playing, and all the fine points which make of tennis so fascinating a game.

THE CANOE—ITS SELECTION, CARE AND USE, by Robert E. Pinkerton. The Macmillan Company, New York City. Price—$1.00

The purpose of this booklet, as pointed out by the author, is to make the use of the canoe more universal, to show its possibilities and to point out its abuses. Mr. Pinkerton has succeeded admirably, not only in giving detailed information about types of canoes, strokes, lake and river travel, the portage and equipment, but in painting an alluring picture of the outdoor life to which the canoe invites the lover of nature.

REAL GAMES FOR REAL KIDS—as told in the Sneezy Letters, by Dr. Emmett D. Angell. A. C. McClurg and Company, Chicago, Illinois. Price $1.75

The old demand for something new is answered in this book by the "Play Man" and the directions for these novel games and stunts, all of which are illustrated, are given in breezy letters from Chip, one of the gang, to Sneezy, his chum. Here is a book of games in which every normal boy and girl will delight.

RECREATION SUGGESTIONS. An Outline of Plans for Recreational Activities by Rev. Robert P. Anderson. Published by United Society of Christian Endeavor, Boston, Massachusetts. Price—$.20

"There may be a good deal of religion in play and play may be so used as to lead to still more religion," says Mr. Anderson in his introduction. "Not enough has been done to utilize the play instinct in the service of the church."

In Mr. Anderson's suggested booklet he has outlined some of the things which may be done through the Social Committee of the Christian Endeavor and other church organizations to utilize the play instinct. Athletics in the church basement, active games, outdoor and indoor play are among the activities suggested. But the Society, Mr. Anderson points out, cannot limit itself to the church. There are the educational program for foreign born, the use of the church ground as a community playground, hiking clubs, community singing classes of all kinds, play festivals and similar events in all of which community interests and needs must be considered.

THE BETHLEHEM BACH CHOIR by Raymond Walters. Published by Houghton Mifflin Company. Price $2.50.

This year marks the twenty-fifth anniversary of America's noblest community chorus, the Bach Choir, which celebrated the event fittingly with its 1923 music festival at Bethlehem, Pennsylvania. The silver jubilee coincided with the sixtieth birthday of the Festival's conductor, Dr. J. Fred Wolle. It also occasioned the appearance of a silver anniversary edition of *The Bethlehem Bach Choir,* a history and critical compendium, by Raymond Walters, now the Dean of Swarthmore College but formerly registrar and assistant professor of English at Lehigh University at Bethlehem.

Mr. Walter stresses the fact that the Bach Festival is a noble form of community music by making one of his most important chapters that entitled "A Community Enterprise." It is this aspect of Mr. Walters' book that makes it of value to recreation organizations that are using community music as a civic force.

The most marked feature of the Bach Festival is its realization of a community music ideal. The Bach Choir stands for the community chorus in its best estate. First, it truly represents all groups in the community, for it includes in its ranks students and faculty members of Lehigh University, workmen from the mills of the Bethlehem Steel Company, Moravian Church members and other townspeople. Moreover, it contains a large proportion of young people. Second, the devotion of the chorus members shows that they find not only inspiration but recreation in singing together the noble, but highly exacting choral works of Bach which they rehearse once a week throughout the year. Third, the trombone choir, which from the tower of the Gothic church on the Lehigh campus plays Bach chorales to usher in each concert, has been for several generations

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a voice of the Moravian people. All in all, the festival gives utterance to a spiritual faith such as draws musical pilgrims each year to Bethlehem as an American Oberammergau.

The Bach Festival expresses the soul of this old Moravian community. However, without the inspiration of a leader such as Dr. J. Fred Wolle, that soul could not find expression. Similarly, each community has its individual musical soul, if we can but find it. Not every community has a soul that is to be expressed in the performance of Bach's music, since many of them lack the traditions which make this music a spontaneous expression of Bethlehem's spirit.

In order that such a message may be proclaimed, however, we must discover in each community the leader who will be the apostle of that message. Almost every community has in its midst a musician who possesses the potentialities for such leadership, if he can but be developed. Dr. Wolle, for instance, grew up in Bethlehem. His leadership, like the festival, has been a spontaneous outpouring of the city's spirit.

In other words, as Joseph Lee has reminded us, "The purpose of Community Service is to liberate the power of expression of people and communities,"—or "To help the men, women, and children of America to find their voices."

Some Practical Suggestions

In the chapter above mentioned Mr. Walters relates that requests have been received for specific suggestions based upon Bach Festival experience that would be helpful to those who in other parts of the country "are struggling with the problems of community music." His summing up of these suggestions is to this effect:

(1) Whatever the form of a community musical endeavor, there should be obtained somehow an assured financial basis. For the stimulation of private giving the author cites a rule formulated by Henry L. Higginson, the lamented patron of the Boston Symphony: "Never mind the balance-sheet! Charge the deficit, if there be any, to profit and forget the loss, for it does not really exist."

(2) The conductor must be a musician of vision, presence and infectious enthusiasm.

(3) Singers with trained voices are not necessary to make a good chorus. In another chapter Mr. Walters quotes William James to show how Dr. Wolle draws artistic results from a group of singers who are not artists individually. Said James: "Deficiences of any one faculty can be compensated by the efforts of the rest. You can be an artist without visual images, a mass of erudition with a bad elementary memory. In almost any subject your passion for the subject will save you. If you only care enough for a result, you will almost certainly attain it."

(4) There is danger in over-organizing a chorus, in having by-laws, dues, fines and a multiplicity of committees. As a substitute, Mr. Walters suggests a devoted membership secretary. "Ah, but where to find one," one asks.

(5) Limitation to one composer is not, in general, a policy to be advised. In most cases the author would have variety in program sources.

Neighborhood Parties

(*Continued from page 390*)

Oh! What fun it is to ride
In a one horse open sleigh

3. Run forward again to first part—
4. Turn backs to partners and skip forward away from them through the third line. Turn and skip back and jump on last word of

fourth line. Repeat—all go home jingling bells. Assemble in home groups—several families together and have some coffee and sandwiches in one of the homes.

VII. *Neighboring Sleigh Ride*

End at a large home and have a marshmallow roast, charades and songs.

VIII. *An Evening of Fun*

Marching Games
Guessing Games
Alphabet Games

(Send for C. S. I. Bulletin 265—rules for all the games needed for an evening.)

IX. *Neighborhood Contests and Inter Neighborhood Tournaments*

Quoits
Volley Ball
Basket Ball
Skipmobile
Tennis
Handball
Pushmobile

X. *Neighborhood Field Day*

A Play Festival

1. *America* sung by everyone
2. Children 5 to 8 dramatize nursery rhymes as:
   Little Miss Muffet
   Dickory Dickory Dock
   Little Boy Blue
   Let the children work them out just as they want to.
3. Boys and Girls 9-12
   Last Couple Out
   Handkerchief Snatch
   Run for Your Supper
4. Song—by everyone
5. Older girls—Folk Dances—used in school
6. Older Boys
   Fox and Hound
   Hurdle Relay
7. One act play by a Neighborhood Group
8. Young Men
   Dodge Ball
   Center Ball
9. Mothers and Fathers
   Walking Relay by twos
10. Song—by everyone
11. Children—Singing Games
12. Boys and Girls 9-12 Dramatize a story as:
    The Shoemaker and the Elves
    Pied Piper of Hamlin
13. Older Girls and Boys

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A flag drill to music of *Stars and Stripes Forever.*

As they finish all follow them and fall in marching line. The flag group leads them in a serpentine march across the field and back several times until all are in the field. They can station 8 boys on either side of the field 6 feet apart and lead the line around them. When all are in the field (old and young) all halt, face the front and give pledge to the flag—then sing 14. *Star Spangled Banner.*

HALLOWE'EN SUGGESTIONS, a bulletin containing suggestions for (a) a Community Wide Hallowe'en Celebration in pageant form, (b) a Hallowe'en Party, with ideas for invitations, decorations, refreshments, costumes, and directions for playing a great variety of games. Published by the Playground and Recreation Association of America, 315 Fourth Avenue, New York City, price 15¢

HALLOWE'EN HAPPENINGS, by Lettie C. Van Derveer, a book offering all sorts of ideas for Hallowe'en celebrations. Splendid suggestions for invitations and decorations are given together with ever so many games and a number of ghost stories and recitations. The latter might be used in working out a short program as a feature of the party. Published by Walter H. Baker Company, Boston, price 40¢

BOGIE BOOK, a jolly little book containing many colored illustrations, especially valuable to those planning a costume party. Detailed descriptions are given with each illustration as to the cutting and making of the costumes. The book also contains illustrated ideas for decorating both the room and the table. Published by Dennison Manufacturing Company, 220 Fifth Avenue, New York City, price 10¢

Hallowe'en Plays

FIRE SPIRITS (contained in "Red Letter Day Plays") by Margaret Getchell Parsons, a splendid Hallowe'en play.

The Story. Two little Puritan maidens, living in a Massachusetts farm house in the early Colonial days are left alone the eve before Hallowe'en. Their parents have given them permission to make two jack-o-lanterns from the pile of winter pumpkins. Little do they think as they joyously cut the eyes and nose, that these same jack-o-lanterns will terrify and put to flight two Indians from a hostile tribe who have crept into the house intent upon serious mischief. This book also contains excellent plays for other holidays, including Christmas, Valentine Day, May Day, etc. Published by the Womans Press, 600 Lexington Avenue, New York City, price $1.35

THE LOST FIREWOOD, by Emilie Blackmore Stapp and Eleanor Cameron, a delightful one-act play in verse. Seven good speaking parts and about twenty-five extras.

The Story. Four mischievous boys go to the forest to conjure up new Hallowe'en pranks; a despicable witch offers suggestions for a very cruel type of mischief directed against a poor old Irish laundress. In the midst of her schemes she comes face to face with Jelf, the love elf, and she flees in terror. Jelf is filled with delight over the results of his magic which is really the power of love. Published by Walter H. Baker Company, Price 30¢

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Let's You and Me

Volunteer story-tellers in Goldsboro, North Carolina, amuse the children who flock to the community centre for the story hour.

Make Believe!

The Playground

Vol. XVII No. 8 NOVEMBER, 1923

The World at Play

Physical Training in Missouri.—Under the State Director of Physical Training for the State of Missouri it is planned that so far as the weather permits physical training in the schools of Missouri shall be carried on in the open air. All student teachers are expected to learn at least two games for the elementary schools and to practice these games with the children on the school grounds. These games may be selected from the classified list in Miss Bancroft's book, Games for the Home, School and Gymnasium; George Johnson's Education by Plays and Games; or the State Syllabus of Physical Training for the elementary schools.

All students must learn to play playground baseball, volley ball and dodge ball (which is best played as a team game with five or ten on a team for a three-minute period), and either tennis, soccer football, basketball or swimming. In case of these latter activities the students may practice outside and furnish such evidence as the director may require that the work has been mastered. All students shall themselves try and also conduct with the children the Standard Badge Test of the Public School Athletic League and the Playground Association of America.

All Teacher-Training High Schools shall provide, by the first of September, 1924, a full time physical director who has had in his preparation for high school teaching not less than ten hours in an approved school or department of physical training, with the understanding that these requirements will be increased each year, so that by September, 1927, the equivalent of 30 hours in physical education will be expected; provided, however, that if the high school has less than two hundred fifty students a part of the time of the physical director may be given to the elementary children, and in systems having less than thirty teachers, he shall also teach one or more classes.

American Education Week.—American Education Week, sponsored by the American Legion, the National Education Association, and the Bureau of Education, will be celebrated Nov. 18-24. Each day of the Week will be devoted to a special subject. Monday, the 19th, will be American Constitution Day; Tuesday, Patriotism Day; Wednesday, School and Teacher's Day; Thursday, Illiteracy Day; Friday, Community Day. Saturday, the closing day, will be devoted to the promotion of physical education and health.

The Bureau of Education at Washington has issued a pamphlet entitled "Suggestions for the Observance of American Education Week" containing many suggestions which will be helpful in the organization of American Education week and in the preparation of programs for the various days outlined. The pamphlet also refers to a large number of sources of information on the topic suggested.

In a Town of Three Thousand.—Through the generosity of Ernest Woodward, President of the Genesee Pure Food Company, several acres of land with buildings consisting of a historic old grist mill, a storehouse and a number of barns have been secured for recreational purposes. The property is in the center of the town and extends along the beautiful river bank in LeRoy, New York. LeRoy with a population of only 3,000 is working out some interesting experiments in small community recreation. Mr. Woodward's gift will mean still further opportunity to demonstrate what a small community can do for its leisure time life.

Help in Money Raising—"Better Times."—Better Times, the attractive little magazine devoted to New York City social work, has added a bi-monthly section which should meet with a hearty welcome from the harrassed executive and

social worker. *Money Raising and Administrative Methods* is the title of this section which will deal with such administrative problems of charitable and social agencies as publicity, money, purchasing, volunteer workers, accounting systems and office management.

A sample copy of this interesting new publication will be sent on request from the office of *Better Times,* 100 Gold Street, New York.

At the Dairy Cattle Congress.—A new feature of the Dairy Cattle Congress held at Waterloo, Iowa, this year was the demonstration playground for children under six years of age. A space 100x150 feet was fenced for the purpose, just east of the exhibition hall. The Waterloo Playground Commission directed the demonstration and provided the equipment and leadership. The ground was supervised from 10:30 A. M. to 7:30 P. M.

Special Events on the Playground.—A Costume Flower Show held at the City Park under the auspices of the Greenville Playground Association was an unusually beautiful event. There were 64 entries. Local flower firms contributed flowers to the winners.

Another event sponsored by the Association was a Doll Carriage Parade for which there were 115 entries. Originality and beauty in decoration and the ages of the dolls entered were all factors considered in making the awards. The oldest doll entered was 75 years old.

More Recreation Legislation.—Georgia has joined the ranks of states passing laws permitting cities and towns to maintain and conduct supervised recreation systems and authorizing such communities to create recreation boards or commissions. The Bill (House Bill No. 109) was approved August 18th.

Movable Moving Pictures.—At a cost of $175.77, exclusive of the original expenditure for equipment, Community Service of New Haven entertained more than 25,000 people last summer at outdoor moving picture shows.

Miss Maude Wright, of Community Service, who was in charge of the shows, carried her screen projector and stand in a Ford car and herself operated the motion picture machine which was taken around to 12 different neighborhoods. A number of agencies cooperated to make these outdoor performances successful—among them the motion picture theatres and film exchange companies, the Police Department, the Superintendent of Parks, the Superintendent of Lamps, and the United Illuminating Company which supplied the electricity for the high-powered light required by the modern projector used.

Activities in Cambridge.—In the spring of 1923 Mr. Steven H. Mahoney became Superintendent of Recreation at Cambridge, Mass. During the past summer 15 municipal playgrounds and two bathing places were conducted under leadership. Among the special features of the season were a final Play Demonstration in which nearly 4,000 children participated; a Water Carnival on Labor Day; a public exhibition of the handwork made by the children on the playground; and a series of evening park shows consisting of motion pictures and silent talks on the screen. Plans are under way for fall and winter supervision on the larger grounds with the organization of football, basketball, and hockey leagues. The indoor program will include the opening of a number of recreation centers with activities of all kinds. There will be afternoon classes for girls in dancing and dramatics.

After-School Playgrounds in Wilmington.—Eight playgrounds in Wilmington will be kept open during the winter under leadership from 3:30 to 5:30 each afternoon. The neighborhood associations will provide volunteers to aid the paid workers.

The decision to keep the playgrounds open necessitates the provision of more apparatus and this problem will be solved by the neighborhood association. Five hundred dollars to be expended in permanent equipment has been offered by a friend of Community Service to the neighborhood associations which show the most interest and progress as judged on the basis of increased membership. An inter-neighborhood membership contest was, therefore, a feature of Community Service Playground Week, September 23-29.

Play in Institutions.—The work which Cincinnati Community Service is doing in connection with institutions continues to be an important feature of the program. During the summer Community Service, cooperating with the Juvenile court, held two play periods each week for the boys in the detention room at the court house. Further, through the efforts of Community Ser-

vice a trained physical director was placed with the Anti-Tuberculosis League to supervise recreation at the fresh air farm.

Keeping Guests Happy.—"It takes it for granted that you have hobbies, favorite sports, cultural interests and a certain amount of curiosity to explore new places and meet new friends."

It is interesting to find hotels expressing in this phraseology some of the leisure time needs of people. The Linnard, which maintains four hotels in Pasedena, California, has a trained staff of recreation experts for adults and children. At the beginning of each week a bulletin of activities is issued. The service provides not only motoring, horseback riding, tennis, golf, swimming and social activities, but cultural and educational activities as well through its dramatic and musical programs.

Fourteen Years on One Playground.—Fourteen years as a director of one playground is the record of Mrs. L. Mendes, director of the Cleveland Playground in New Orleans—the second ground in the city to be opened. Some of the young people who, as boys and girls played on the Cleveland Playground, now have children of their own playing there.

At the celebration of Mrs. Mendes' anniversary hundreds of people gathered to congratulate her.

Flag Day in Cincinnati.—The Cincinnati Flag Day celebration in which Community Service cooperates with the Elks was designed this year to be of special interest to new citizens. With this in mind, 450 letters of invitation were sent out by one of the federal court judges to the foreign born who had taken out citizenship papers between June 14, 1922 and June 14, 1923. A very large proportion of the men invited attended with their families and were assigned to reserved seats. A special address of welcome was given them. Other numbers on the program included a tribute to the flag, the singing of patriotic songs by a large group of school children and the pledge to the flag given by the Boy Scouts and Girl Scouts.

Play Day in Utica.—"The Pied Piper of Hamlin" was the main feature of the annual Playground Field Day held under the auspices of the Recreation Commission of Utica, New York. Through the courtesy of the Kiwanis Club the children were transported in trucks to the park where Play Day was held. The pageant was followed by an exhibition of mass games for boys and a volley ball game played for the Junior League city championship.

The Play Day came as a climax of a very successful playground season. Fifteen grounds were open, five of which opened in the spring and remained in operation until September 15.

Fort Worth's Diamond Jubilee.—On November 11, 12, 13, and 14 Fort Worth will celebrate the 75th anniversary of the founding of old Fort Worth and the 50th anniversary of the incorporation of the City of Fort. Mr. W. C. Batchelor, Superintendent of Public Recreation, is general director of the celebration, on which an extensive committee organization is at work. Church Day, Victory Day, Golden Jubilee Day, Mayor's Day and Diamond Jubilee Day celebrating schools and industries are to be the main features. Recreational activities will include a city-wide athletic program, three Victory balls, a Homecoming Basket Picnic with a program of entertainment, the pageant of Fort Worth, a parade of school children, a Neighborhood Reunion in the parks, a Street Carnival and a costume dance.

Special Features of Seattle's Recreation.—On June 26, 1922, Seattle opened its new Auto Camp which was partially financed by an appropriation of $20,000 made from the City Council. A community house with a wide veranda and open fireplace is one of the most popular features of the camp and here entertainments are provided by various city organizations in the form of concerts, dances and moving picture shows.

The facilities of the camp, which is conducted by the Board of Park Commissioners, provide shower baths, hot and cold water, laundry equipment and telephone service. A uniform charge of 50¢ a day is made each car. The total receipts from this source during one season, June 26th to October 5th, were $5900; the cost of operation, exclusive of construction expenses, $4400.

Another greatly appreciated facility provided by the Park Department is the municipal golf course which had a total attendance for the year of 104,561. The charges made for the use of the course are: Yearly tickets.

$10.00; monthly, $2.50; single game, 40¢. Lockers may be secured by patrons holding yearly tickets at $6.00 a year. The course has not only been self-supporting but has yielded an additional revenue which has met the cost of construction work during the year.

Westchester County's Play Day.—"Must we wait a whole year for another Play Day?" was the query of the 2000 children attending the Play Picnic which marked the opening of Lake Mohansic Park, the 1,500 acre reservation which has recently been added to the county park system. Transported in trucks the children came from nine communities in the county. A pageant and folk dancing in the morning were followed by a picnic lunch. Tennis, volley ball, dodge ball, quoits, baseball, and sports of all kinds filled the afternoon.

The County Recreation System under the auspices of the Westchester County Recreation Commission is now being developed with Mrs. Chester Marsh as the executive. The Play Picnic is only one of the activities being conducted by the Commission which is working for the establishment of play and art centers throughout the county.

A New Recreation Department.—The Louisville, Kentucky, School for Social Work, established last January under the auspices of the Welfare League of the University of Louisville, in opening its second semester announces a full time department of recreation.

The course of instruction covers one year and in addition to technical and theoretical courses includes field work with the various organizations of the city. Among the courses listed are storytelling and dramatization, group games, team games, athletics, folk games, folk dancing, social dancing, group organization and leadership, and theory of play. These courses are fitting students for work with boys' and girls' camps, settlements, social centers, playgrounds, and other recreation agencies. A certificate is given upon the completion of the training.

Further information may be secured from the school, 215 East Walnut Street Annex, Louisville, Ky.

A Cooperative Plan for Community Center Service.—A number of colleges, normal schools, and other educational institutions in Michigan are cooperating in a plan for providing extension service to local community and the organization of community programs. An outline of the plan with suggestions for the organization of programs and a list of institutions from which speakers and educational programs may be secured are contained in a bulletin issued by the Extension Division of the University of Michigan at Ann Arbor.

The first annual field day of the Westchester County Recreation Commission in which two thousand children took part. The commission which has headquarters in White Plains, N. Y., is serving a great many of the towns in the county.

One of the play streets in Boston, Mass., where the children are free from traffic dangers and where their recreation is looked after by Community Service of Boston

Winter Sports for New Yorkers.—The New York Interstate Park Commission, in its report for 1922, tells how a greatly appreciated program of winter sports has been made possible by providing steam heat in the Bear Mountain Inn and by arranging for week end accommodation at nominal rates. Two toboggans have been constructed, and toboggans, skiis, snow shoes and other equipment may be rented at reasonable rates. This innovation has added greatly to the usefulness of the park, which is now bringing enjoyment and recreation to millions of people.

Street Play.—Eight play streets were conducted last summer under the auspices of Boston Community Service with a program which included not only games and play activities but excursions and outings to city parks, with a final picnic on September first in which all the play streets combined.

Story-telling in Monroe, Michigan.—Story-telling was an important and successful phase of the playground program conducted in Monroe under the auspices of the Monroe Community Service and the Recreation Association. Under the leadership of Mrs. Warren Huss, Chairman of the Storytelling Committee, a group of High School girls were trained to serve as volunteer storytellers on the playgrounds. Two girls were assigned to each ground daily. Story dramatization was a popular feature of the story hours. Among the stories told were the following. *The Steadfast Tin Soldier; Cinderella; The Elves and the Shoemaker; The Little Hero of Harlem; The House That Jack Built; Little Red Riding Hood; The Old Woman and Her Pig; Peter Rabbit; The Street Musician; Little Black Sambo; Tom Thumb; Just So Stories; Dick Whittington and His Cat; The Fisherman and His Wife; Snow White and Rose Red; Ugly Duckling; The Pied Piper of Hamlin; Why the Sea is Salt; Beauty and the Beast; Why the Evergreen Tree Keeps Its Leaves in Winter; Sleeping Beauty; Rikkie-Tikki-Tavi; East of the Sun and West of the Moon; Ali Baba and the Forty Thieves; The Golden Touch; Thumbelina; The King of the Golden River; The Little Match Girl; Jack and the Bean Stalk; The Little Red Hen.*

Play Membership.—Community Service of Lewiston, Maine, last summer tried the experiment of enrolling boys and girls as members of the playground. The director of each

ground enrolled every prospective member by having him fill out a card giving his name, address, age and nationality. If at the end of five days the boy or girl had proved a loyal member of the playground, he was awarded a playground membership button which was forfeited if he violated any of the playground rules. The plan helped materially in keeping up standards and had a splendid effect on playground morale.

Our Future Scientists.—More than 100 boys made airplanes and 46 had the fun of flying them in the Interstate Park Competition held at Washington Park, Chicago, September 22. Class A boys, who were the experts, averaged seventy feet per flight while the young and inexperienced beginners averaged twenty-four feet.

"When we develop designers, builders and flyers of airplanes," said V. K. Brown, Superintendent of Playgrounds and Sports of the South Park Commissioners, "we have caused the beginning of development of future Edisons, Marconis, or Wright Brothers."

Hiking.—Sunday hikes are a popular feature of the fall program of Community Service of Boston. Plans for the outings are issued on a mimeographed sheet giving details regarding destination, meeting place, time, route, leader and expense involved.

Neighborhood Tours.—Under this title Community Service of Paris, Kentucky, is conducting a series of programs of music and talks in various districts of the city. The speakers and participants travel from neighborhood to neighborhood in trucks stopping at designated points to give their musical program and information regarding the purpose and program of Community Service.

Martin's Recreation Park.—The Illinois Central Railroad and the City of Martin, Tennessee, have cooperated to make possible a playground and recreation park. Several years ago the City requested the Railroad to lease it a strip adjacent to the existing park which would enable the city authorities to enlarge the playground. The property was leased at $1 a year with the understanding that it would be used only for park purposes and that the City would provide the necessary funds for the development of the park. After the playground had been prepared and the equipment installed, the City authorities made a further request of the Railroad for assistance in beautifying a strip of right-of-way immediately adjacent to the railroad track. This was done and electric light globes were contributed for the entrance gateways to the park and along the right of way. When the park had been completed, it was designated as Illinois Central Community Park.

A Bigger, Better Magazine for the Boys of America.—The Boy Scouts of America have announced that a gift of $100,000 has made it possible to enlarge *Boys' Life*, the Boy Scout magazine, and make it even more interesting to its 200,000 boy readers. The new program will begin with the October number which will contain 68 pages brimful of interesting material.

A Training Course for Recreation Workers.—The school of Play and Recreation of which Miss Madeline L. Stevens is director, announces its fall term of practical courses in play and recreation for playground directors, club leaders, community workers, and camp counsellors. The fall term begins October 4, 1923; the midyear term, February 5, 1924. Classes will be held at the Heckscher Foundation, 1 East 104th Street, New York City. Any inquiries may be sent Miss Stevens at that address.

Fort Worth's Mammoth Swimming Pool.—Fort Worth has a swimming pool operated by the Park Department which was built "on faith," in that it was erected at a cost of approximately $60,000, every cent of which was borrowed with the pledge of receipts from the operation of the pool.

In the first short year of its operation clear profit reached the figure of $15,217 or more than 25% of its cost. This year the net increase is more than $12,500, a profit of more than 30%. The pool is said to be the largest concrete pool in the world. It is 250 feet in diameter and 785 feet in circumference. The 1,900,000 gallons of water with which it is filled give the pool a depth of 18 inches at the edge, sloping at the rate of one foot to 16 feet as the center is reached where the depth is 9 feet. Fresh water enters the pool through a 6

inch intake which is never shut off, and finds egress through a 12 inch outlet.

A Mammoth Aquatic Meet.—The Texas State Invitation Aquatic Meet held at Fort Worth, Texas, on September third was a noteworthy event. The Public Recreation Board in cooperation with the Life Saving Corps of the Fort Worth-Tarrant County Chapter of the American Red Cross presented the following program:

PROGRAM

2 P. M.—Aquaplaning:
Open to all girls and women in the State of Texas

3 P. M.—Order of Swimming Events:

1. 50-Yard Swim (free style) Junior (boys under 17 years)
2. 50-Yard Swim (free style) ....Women
3. 50-Yard Swim (free style) .....Open
4. Fancy Diving, ...Junior
5. 25-Yard Swim (back stroke) ...Junior
6. 100-Yard Swim (back stroke) .....Men
7. 100-Yard Swim (free style) ....Women
8. 25-Yard Swim (breast stroke) ....Junior
9. Fancy Diving, ...Women
10. 220-Yard Swim (free style) .....Open
11. 220-Yard Swim (free style) .....Junior
12. 440-Yard Swim (free style) ....Women
13. Half mile boat race Junior Life Saving Corps, A. R. C.
14. Rescue Race Life Saving Corps, A. R. C.
15. Fancy Diving .....Open
16. Mile Swim (free style) .....Open
17. Plunge .....Open
18. Juvenile Exhibition, Children under 10 years
19. High Diving .....Open

8:30 P. M.—Pageant—Neptune's Triumph

Presented under the Auspices of the Playground Department of The Public Recreation Board

Swimming Pools in New Orleans.—On August 23 the first of a series of swimming pools donated by citizens of New Orleans was opened on the Beauregard Playground. This pool, which is the gift of Napole Maestri, cost $7,000. It measures 30 by 60 feet, being three feet deep at the shallow end, and 6 feet, 6½ inches at the deep end. Showers, toilets and twelve spacious dressing rooms measuring 6 by 12 feet are provided. In front of the pool and separate from it is a wading pool 20 by 40 feet for the younger children.

Ground was broken for the Rosenberg Memorial Swimming Pool on August 22. This pool, which will be the duplicate of the Maestri pool, is the gift of Mrs. Rosenberg in memory of her husband.

Handicraft in Newport, Kentucky.—The exhibit of the handicraft work done by the children of Newport, Kentucky, on the playgrounds conducted by Community Service is a splendid demonstration of the value of craftsmanship activities. The children were justifiably proud of their baskets filled with the flowers they had made and of the trays and other articles all their own.

Red Cross Roll Call, Nov. 11-29.

A Leader in the Recreation Movement

Dr. Henry S. Curtis

Dr. Henry S. Curtis has accepted the position of Director of Physical Training for the State of Missouri. Dr. Curtis is one of the most experienced and one of the most thoughtful men in the whole recreation field. He worked with others to organize the Playground and Recreation Association of America, served for a time as its first secretary, and later as vice-president, and for many years has lectured before large audiences throughout America on the play and recreation problem. He has also given assistance to a great many cities and groups in working on recreation problems.

Dr. Curtis served as Supervisor of the playgrounds in the District of Columbia, also as Director of playgrounds in New York City. During the war Dr. Curtis was one year in France as athletic director and lectured in American camps. Dr. Curtis has written a number of books on the play and recreation field which have been very widely used.

There are few men in the world at the present time who have given such careful thought to recreation problems as has Dr. Henry S. Curtis. He has truly been a pioneer in this pioneer field.

New York Elks for Recreation

The Elks Magazine for July, 1923 reports:

"The recreational park idea has been taken up by the State Association of New York. Certain financially strong Lodges in New York State purpose to purchase parks, which they will fit up as athletic fields for their community. In others, where that would be too expensive a proposition, they have taken upon themselves the duty of interesting the municipal government and the town government, that the city or town may establish recreational parks and playgrounds, and they will take one of them and call it the Elk Playground, or give it some other name that will clearly indicate to the community that the Elks have taken that particular playground under their patronage. There will be appointed by the Lodge of Elks an instructor, one who is competent to instruct boys and girls in games and sports. They will, through the Lodge, furnish that playground with the proper equipment. We have had a number of interesting conferences with an officer of the Recreational Society. He is an expert in this work and has placed at our disposal all the statistics the Society has been gathering for a number of years. I hope to be able to show in my report just what expense it would involve on the part of the Grand Lodge and on the different Subordinate Lodges to carry on this work.

"Think that over! Decide whether that would be necessary and beneficial work in your community. There are certain things that fit in one community and not in another. There are certain big-town propositions that are not advisable or practical for small towns to undertake."

The Good of the Order Committee of the Elks has been considering a number of plans as to service which could be rendered by the Elks organization throughout America. The chairman of this Committee advises that the thing that appeals to the true Elk is something that has the human touch, that all the plans suggested are aimed toward the youth of America, that the leaders in the various Elk lodges wish to give the young people some social life in the community.

"We Want Bread and Roses, Too"

By
Weaver Pangburn

Of the first convention at Chicago in 1907, Graham Romeyn Taylor wrote:

"Everybody played. It was a convention on play—and it did the thing it talked about. From first to last, the play spirit was ascendant."

This same spirit of play, spontaneous and eager, bubbled forth and pervaded the Tenth Congress at Springfield. It gave a lilt and tonic to the whole business. It captivated and swept into its joyous current the first puzzled Springfield citizens who had come to the sessions curious to see what a Recreation Congress was like.

The Tenth Congress had an advantage over the first in that the spirit of play had a new form of expression—community music. Professor Peter Dykema was the smiling Pied Piper who piped the delegates into a delightful land of self-made music. And an orchestra of two hundred novices gave Il Trovatore after ten minutes of instruction, and lo, it was music! The audience said so.

How pleased those amateur musicians were! With what abandon and barbaric joy Joseph Lee shook his tambourine and war whooped after we had successfully rendered the Anvil Chorus!

Everyone came away with a lasting impression of music as recreation.

The growth of professional consciousness and confidence of which Joseph Lee spoke in his summary on the last evening, the many obstacles encountered throughout the years, and the hard battles fought have not robbed the play movement of its spontaneity. That spontaneity dominated at Springfield in the play hours of Elizabeth Burchenal, in Dykema's and Clark's sessions of song, in the story hours of Seumas MacManus, in the state reunions and personal conferences. Good feeling abounded.

"We Want Bread and Roses, Too"

Deeper in significance than the joyousness of the Congress was the reiteration from a fresh point of view and with a new emphasis of the profound social meaning of community recreation. This was epitomized in Mr. James Mullenbach's quotation, "We want bread and roses, too," the slogan which once appeared on a placard in a Chicago labor parade. It is the cry of the potential creator, an amateur chained to a baffling automatic machine. And Mr. Mullenbach, from his experience as a worker at the bench and as chairman of the Trade Board of Hart Schaffner and Marx, was just the person to speak with authority on the necessity of the relief that recreation must bring to the workers in industry.

It was no coincidence that, during the Congress, Samuel Gompers sent Joseph Lee heartiest greetings and a pledge of close cooperation from organized labor. One statement in Mr. Gomper's wire read, "Industrial workers of the present day hunger for larger, richer life."

In a bird's-eye view, only towers and steeples are conspicuous. The section meetings and their speakers—the underpinning, foundation and main part of the Congress structure—must be passed over here.

One of the many towers and steeples was Dr. Charles W. Gilkey. The word he brought from the church, the progressive, dynamic portion of the church, was lucid, sound, encouraging. "The deepest reason why the church and recreation belong together is that both partake of a creative and fertile character." To many, what Dr. Gilkey said was a lively and inspiring reassurance of the vitality and social idealism of the church today.

Lorado Taft's speech was as facile and charming as is the work of his chisel. He made the audience see beauty and want to learn how to strive for it. "The American people must rediscover the joy of creation," he said. "They must learn to use their hands in bringing some sort of beauty into being."

Professor Alfred G. Arvold vividly revealed what community drama can mean to the drab, dull life of many rural towns and villages.

Lieutenant-Governor Lunn brought a tribute to the play movement from the political field. Alvin Owsley, National Commander of the American Legion, unable to be present, sent his message in a letter which was read at a general session. Letters from Theodore Roosevelt,

Assistant Secretary of the Navy and from James J. Davis, Secretary of Labor, were also read.

Someone said there were too many great speakers, too rich a diet, so to speak. Not all will agree with this, perhaps, but at any rate, they are too numerous to quote or even mention here.

"Lincoln a Great Artist"—Lee

Lincoln's influence was on the Congress, as was to be expected. Joseph Lee and others bore testimony. To Lee, Lincoln is not only a gentleman, but also a great artist. Mr. Lee said in the address that opened the Congress that the successful American business man at fifty is unhappy, homesick and disillusioned because he finds there is something he meant to do or say that he has not done or said, and that if he keeps on as he has been doing, he will die without doing or saying it.

Of vital importance were the messages of John Martin, Mrs. Marietta Johnson, and Mrs. Clark W. Hetherington. Mr. Martin appealed for constructive and positive reading for children. In his opinion, the reading of the children of the poor is better cared for than that of the children of the rich. Mrs. Johnson's stimulating address revealed to what a degree the philosophy of the play movement is finding practical application in educational methods. Vigorously, she hammered in the truth that the teacher's business is to study the child and his needs before trying to train him. "The child is not getting ready to be an adult any more than a person of forty is getting ready to be fifty," she said. "Its education should not be planned on adult's needs."

William E. Harmon's statement that leading realtors were awakening to the social and economic values of parks and playgrounds and that in many new developments ten per cent of the land would be set aside for play purposes, brought great encouragement.

There was inspiration in the presence and messages of Mrs. Milton P. Higgins, former president of the National Congress of Mothers and Parent-Teacher Associations, William Butterworth of Moline, Illinois, Mary E. McDowell, Commissioner of Department of Public Welfare of Chicago, Walter A. May of Pittsburgh, Judge Austin E. Griffiths of Seattle, Dr. Henry S. Curtis, R. E. Hieronymous of the University of Illinois, Professor John Smith of Berea College, John T. Tigert, Commissioner of the United States Bureau of Education, and many others.

The nature games of E. Lawrence Palmer, Professor of Rural Education at Cornell University, were a revelation. Mrs. George T. Palmer, president of the Illinois State Federation of Women's Clubs, presided at the section on nature games. Mr. Louis E. Jallade, architect, was available for advice and consultation in reference to recreation buildings. Springfield newspapers were very generous in printing news of the Congress.

And what shall be said of the Niels Bukh demonstration? The city editor of the Springfield Journal despaired of doing it justice. Patriotism, spontaneity and a perfection of artistic grace that almost attained the spiritual, spoke through the rhythmic gymnastics and folk dances of the Danish farm boys and girls.

A Congress of Challenge

Vindication of the purposes and theory of community recreation workers there was in plenty at the Congress. Yet there was mainly a great challenge.

Discussion was devoted more to discovering faults and weaknesses in technique or policy than to mutual congratulations. Standards were mulled over. Experts got their heads together over knotty problems.

And then the big fundamental problems in the social order. What a challenge in Mrs. Johnson's analysis of the educational needs of children! What a challenge in the hunger of workers in industry for recreation, as pointed out by Mr. Mullenbach and Mr. Gompers. Distant yet is the goal of an articulate and expressive America.

The challenges will be met. The delegates of the Tenth Congress heard them with a shout and have scattered joyously over their several fields of labor and are carrying on.

Introductory Remarks*

By
Austin E. Griffiths

Judge of the Superior Court of the State of Washington, Member of the Board of Directors of the Playground and Recreation Association of America

Ladies and Gentlemen, Delegates, and Citizens of this lovely City: Here we are in the Tenth Congress assembled, and is it not good to be here? Before I say a word or two in general, I ought to thank the good people of the City of Springfield for what they have done toward making this Congress a memorable one, and especially ought I to ask Mrs. Haynes and the Chamber of Commerce and other civic bodies to convey to their members and constituents the appreciation of the Board of Directors of the Playground and Recreation Association of America and of the other members of this Congress.

Let me ask you what can be better than to meet in this historic city, a city rich in memories of the great-hearted Lincoln, whose love and example are to all men as fixed and constant as the northern star. And again I ask you what is finer, more unselfish, more useful, than to assemble to consider and to promote the welfare of the nation?

In that glad day when reason and not force shall rule the earth "a little child shall lead us." "Suffer little children to come unto me," said the lowly Nazarene, "for of such is the kingdom of heaven." Out in the far west, where rolls the Columbia and hears no sound save its own lashing, there in the silence and grandeur of that noble river, chiselled and fashioned by the genius of nature on the everlasting rock of the mountains, stands a likeness of the immortal Lincoln. I would that nature might grain in the heart of all men the value, the primal value of childhood.

The child is our real wealth; its care our highest duty. "The proper study of mankind is man." The boy is father to the man. The chief end of man on earth is a life worth living, a joyous, useful, honorable life, a life expanding from the cradle to the grave. The neglect of a child is a crime against the race. He is helpless. He is our trust. A breach of that trust is without adequate redress. For infancy, youth and age go on and on, like a river, down to the ocean of eternity. They cannot turn back to get a new start.

Of all the material and moral waste of which we are guilty, of all the wrongs against the spirit and purpose of creation, is not the worst to deny the child its birthright? Do not society, the community, individuals, sin without hope of pardon, when they by act or failure to act within their power, deprive children and youth of a fair chance in life? What is that birthright? What is that fair chance?

You who hear me, you workers and social thinkers, well know what is that precious birthright. You know better than I what is that priceless fair chance.

The State of Illinois alone spends eleven million dollars a year upon its 31,000 waifs and strays and other human wreckage. This is reclamation only. How little comparatively is spent for prevention? How little is spent at the wellspring to set the current pure and strong in sound bodies and minds of children and youth!

But it is not for me to speak at length. Others more able will do so. It will be honor and pleasure to me to sit and listen. You have come from all over the land to deal with a fundamental part of this national subject. "Peace hath its victories no less renowned than war." You bring to your task youth, energy, wisdom, a decisive will to serve our country as well in peace as in war. You are builders of a better race. You reduce to practice, to everyday good, your own ideals and the far-reaching idealism of the Playground-Recreation movement.

Play, and a place to play, are the breath of life to our people. May you return from this Congress to your homes, to your work, renewed in strength and courage, and with a vision that takes in not only our own loved land, but all countries when the "earth shall be filled with the knowledge of the Lord as the waters cover the sea."

Ladies and Gentlemen: I have the honor to declare the Tenth Congress now open.

* Given at the Tenth Recreation Congress, Springfield, Illinois, Oct. 8—12, 1923.

Play and Democracy*

JOSEPH LEE

President of the Playground and Recreation Association of America

What I shall say tonight is largely suggested by the works of two citizens of Illinois.

I want first to speak about a book, and if you do not remember anything else I say tonight, remember the name of the book. It is *The Genius of America,* by Stuart P. Sherman, professor of English of the University of Illinois, Scribner, 1923. It is an awfully good book. I shall misrepresent it to some extent by what I shall say. You must read it for yourselves. One of the author's theses is that the subject very largely of current American fiction is the disillusionment of the business man, the man who has made his pile of oyster shells and naturally finds them empty. The "tired business man" forms the subject of the comics in our papers and other reading matter, mainly our modern novels. What is the trouble? The man has got most of the things we ordinarily put down in a list of recipes for happiness; he has got money, made honorably by himself; he has a wife; he married for love and not for money; he has a home and a family; he is a respected citizen, a member of the church, and of the Republican Party. What more could anybody want? He has recreation. He has the Sunday paper, the girl and music show, the movies, and an automobile for every member of the family. Why is not his life complete? He finds all life, according to these writers, dull and uninteresting. His wife is uninteresting, and he finds himself uninteresting. What is the matter? Of course this picture is exaggerated. When a man is disillusioned it means that he undervalues something—undervalues the thing he is disillusioned about. But there is something in it. It shows that the man who wants something different is still alive.

Again, American business is not such a dull and drab affair. It is not stupid. It is nine-tenths carried on for sport. It is romantic When a man goes out and marries a western town and grows up with it, that is romance. If this desire for money were to die out, all the philosophers who have so deprecated it would be the first to arise to try to set those fires going again. Although the picture is somewhat exaggerated there is something in it. Something is the matter. What? The man's own remedies, according to the stories, lie often in the direction of chorus girls and other people's wives. Those remedies do not work because he either gets the lady or he does not, and either way he is disappointed. Coming from Boston, I am supposed to say something highbrow, so I will offer a brief quotation from Horace: "He finds he has changed his wife, but not his life." That does not seem to be a remedy, and yet there is something in it. He finds out the matter is not that he is tired and overworked, but that work has not given him the dividends he wanted. There is a lack of something, a lack in life. His food lacks some ingredient and he cannot keep alive on what he gets. He is out seeking life, and being ignorant and not having pondered deeply, he thinks dissipation leads to life. He finds it does not, as almost anybody could have told him at the beginning. But in one sense he has got the right idea. It is life that is lacking. There are other ways of trying to reach this goal. He might go out and fight a duel, or become a street singer or a searcher after truth, and other ways not so romantic, and these I want to speak about.

I once went on a canoe trip. I sent my canoe on the train, and when I got to my destination I found I was quite a distance from the river, so I went to a farmer's house to get help in getting it down to the river. The farmer was out in the field, and his wife had gone to town, but his mother was there. She told me that her son had wanted to be an artist, but had not quite enough money to go to an art school, that he had learned to be a designer in the mills at Lowell, but had tuberculosis, and had come out here to farm. She said, "I will show you something." And she took me into the parlor, and there, under a glass cover was the statue of a sleeping child, very beautifully done. She told me they had lost a baby.

* Address given at the Tenth Recreation Congress, Springfield, Illinois, Oct. 8—12, 1923.

That is what I mean by what is lacking in the life of the business man. That farmer, I venture to say, never found life uninteresting, and no one, probably, ever found him uninteresting. There is a touch that is lacking in the life of the business men, and in almost all of us. I knew another man, a fisherman, who used to go out on the islands to see the sun rise. I have a neighbor who makes beautiful violins—he has hardly strength to do anything else. He is an artist. And it is not only people in humble positions. I know a successful lawyer who at the age of fifty became a sculptor. You all of you know of instances of this kind. I think there, or thereabouts, is what the business man of current American fiction is looking for. That is life; that is not dissipation, not throwing life away. Something bigger than he is, something he must strive for—one side of that is beauty. Something that is restful, something where he can feel that the more he is there the more he has life. Beauty is the ultimate contact with the real life itself, not the preparation for life, but the actual thing.

One more instance of this was a lawyer who practiced at one time hereabouts. In his pleadings and speeches there was cogency like the march of fate. His metaphors were illumination, he made everybody see with his eloquence. There was nobility of soul in his words. Among his writing are the great monuments of English literature. Not only was he a great man and a great gentleman, but he was a great artist, and that one characteristic, that one power, would have saved him from disillusionment if he had been nothing but a lawyer all his life. One of Professor Sherman's suggestions is that what might save us is real American literature, that of the American's genius as leader and lawgiver, the American genius which he maintains is not expressed by sexual irregularities (mustard and warm water) but that literature we all want when it helps law out. We have in Lincoln one great example of what that may mean.

Now, as to what we ought to do about it. We cannot all be great artists, nor Lincolns. We cannot deserve the name of artist at all. We can find some little recompense, however, in the form of appreciation. What we appreciate we partly do. We have all of us got something of that sort within us, or we had it when we were children. Every child is interesting. Everybody watches a child. Every youth and maiden has some romance, dreams of something they are going to do that shall contain the element of beauty. Why let it all die out of us by not keeping it alive?

How to do it. Here again, we learn from Lincoln. We know that when he was a boy he had three books—Euclid, Shakespeare and the Bible, from which he learned of cogency, beauty, nobility and music. He was exposed to great masterpieces, and what is equally important he had some leisure in which to become acquainted with them. He was not fed on sensation. He was not taken up every few minutes and started doing something else. He had long hours for contemplation. He had time when he was on the river working, or along its banks, or lying on his back in the fields, as he says, grinding on the shoulder blades to keep in the shelter of the tree, like David, watching his sheep, and listening to the music within him. He was not hurried and fussed all the time, as children are nowadays. But we can, in spite of the rush, at least in our schools and in our homes, expose our children to the great masterpieces of art—and possibly they will take. In the home at least we can forbear the speed that makes narrow, we can avoid constant sensation. We can allow the dust to settle, the noise to cease. In the original myth in Homer's story, Pegasus revelled in the silent pool—not in the waters of our modern jazz. I think our discussions here ought to open with, "Be still and know that I am God."

Can Community Service help in that work? You have other problems than those of the children—you have those of the working man. I think you will do something in this field also, something for adults, which I believe is one of the great things America now needs, perhaps the greatest—singing, dramatics, in institutions, teachers of children, playground teachers, church workers, storytelling. Has it occurred to you if you could merely give people some subject for decent conversation? We fail in America from lack of things to say that are worth while perhaps more than from any other source. Giving people different forms of art is giving them something worth while to talk about. All great art grows. One of the great, tremendous things about Lincoln's art was the expressing of the soul of the people. You cannot express what is not there, and if you have not art in the soul, of

(*Concluded on p.* 480)

The Value of Parks and Playground in Real Estate Development*

William E. Harmon

Harmon Foundation

I have always felt I could write just such a masterpiece as was read by Mr. Homer Folks at the opening of the Conference of Social Workers in Washington last spring, and when I came out to Springfield I concluded I had done so. His was the most perfectly built up argument I have ever heard, and mine was just about as good. The trouble with my paper was that it didn't fit into this occasion—so, like the fish that gets off the hook before you net him, I can tell as big a story as I choose about it without fear of contradiction.

The difficulty arose from the fact that the date of the assignment of my subject and the date of this meeting were too far apart; too many things have happened in the world between then and now. An earthquake took place in Japan, the Ward trial has absorbed the attention of New York society, and the Illinois Legislature passed the very bill for which I was to come to this Conference to advocate. I really ought to be off the program instead of being here with the finest speech you have never heard, and by the grace of God, you never will hear. The thing was really my own fault largely—I took my subject too seriously and did not take the Chicago papers seriously enough. I should have known that while I was laboring on my masterpiece, some of you people—Miss Ralston and Senator Mason in particular, were deftly accomplishing an operation that has given to Illinois a real opportunity to take care of the needs of the children for all time.

Since the news was broken to me that my speech was about as appropriate as a last year's bird's nest, or yesterday's newspaper, I have been more or less in a blue funk. Having no facility for extemporaneous speaking, I had entered into the depths. You may have felt awfully sorry for the next speaker who you knew had not prepared an address, especially when that speaker happened to be yourself. Well, you can quite appreciate my sensations, and I bespeak your sympathetic forbearance through the miscellaneous concoction which I have hastily constructed as a substitute for the aforesaid chef d'oeuvre.

The play or recreational problem has two sides. One might be called the spiritual side; the other, the material. The first, and most important, is to provide proper instruction, inspiration and control—to build physical, moral strength and ethical ideals. The second, is to provide a place where this instruction and training can be carried into effect. School might be taught without school houses, and religion without churches, but it must be admitted that both are important accessions.

I am here to stress the importance of playgrounds and recreation areas. No permanent work can be carried on in the field of recreation without a permanent field in which the recreation can be carried on.

Assuming the importance of land segregated for playground purposes—let us consider the methods by which these places can be secured.

The Harmon Foundation has been energetically at work on the problems for two years, and has developed various methods of approach.

1st. Popular Campaign: We have inaugurated or assisted in several drives to secure funds for the purchase of land, and have applied the very best of our energy and ingenuity in achieving results. We have secured cooperation of local Chambers of Commerce, Rotary, Kiwanis Clubs, churches, social organizations and public schools.

2nd. Bond Issues: We have cooperated with several communities and furnished publicity matter for others engaged in putting over a bond issue for the purchase of land.

3rd. Subscriptions: We have subscribed to a number of funds that were being locally raised for the purchase of land. These contributions have ranged from 10% to 25% of the cost of the land.

4th. Leasing Land: We have bought and leased land in five or six communities where general interest could not be excited, but where the need was great, and where a strong local group

* Address delivered at Recreation Congress, Springfield, Illinois, October 8, 1923.

was eager to evoke public sentiment and had faith in the outcome. We purchased land and leased it to the town school board, or incorporated organization for five years without charge, with an option to purchase at cost, plus 4% interest.

5th. Gifts of Land: We have purchased playgrounds or athletic fields, and given them outright to ten towns in the state of Ohio.

We have made progress, but it has been slow. All sorts of contravening circumstances have interfered. Indifference, high taxes, hard times and other issues—all have operated, and while we think the problem can be solved in time, yet it must necessarily be slow and uphill work and a constant struggle against apathy. This is what is to be expected and has to be met in all high class work in which the result is not obvious and immediate. What we are now concerned with is the best method of handling this question in connection with the future growth of cities—to take care automatically of future needs at a minimum, and if possible without cost to anyone. This I feel sure can be accomplished by laws providing for the segregation of certain portions of all subdivisions plotted and laid out in the future.

It is quite natural that the real estate man is instantly put on the defensive when asked to part with his property without consideration, and it is his opposition that has made it difficult to put through compulsory legislation.

It is up to us to prove that our effort to provide for the needs of the children will benefit rather than injure the interest of the man whose capital is invested in land, and who must, and of right should, get a profit from his undertaking. About the maximum amount it has been proposed to take from land for park and playground purposes is 10% of the area. For a good many years it has been the prevailing custom to lay out streets of a width varying from 50 to 60 feet, and occasionally in the proximity of large cities as high as 80 and 100 feet. Alleys have been more or less optional, but usually required in the western cities. A few years ago we always figured on a net area of about 30,000 square feet of land available for sale out of an acre, or 43,560 feet; so that a sacrifice of 10% of the land area for playgrounds would involve about 4,350 square feet out of an acre, or the same as would be involved in increasing the width of a 50 foot street to slightly over 60 feet or the area of from one to two lots. It will be admitted that this would be an almost negligible difference if it were imposed as a detail of the city planning, for I do not know that we subdividers are ever deterred from an operation, because under city provisions streets wider than we would like to put in are imposed upon us.

But there are other elements in the matter that make the segregation of land even less sacrificial, and in fact of real advantage to new subdivision development. Owing to the growth of motor traffic we are definitely tending to the construction of two types of thoroughfares—a few wide straight boulevards or avenues bisecting a property, and narrow curvilinear streets for residential use. These narrow streets conforming to the contour lines of the property, give us a much larger net land area for sale, and a more artistic and attractive appearance, than prevailed under old conditions.

Suburban home seekers are fast learning the importance of play spaces for their children, and we have found it of great help in effecting sales to be able to advertise the advantages of club grounds or play fields. In one case we have been able to distribute the cost of some $60,000 worth of property set aside for playground purposes over the whole tract and to make lot selling easier than would have been the case without the segregation. We accept the sacrifice of a part of our land for streets, avenues and alleys, in other words, for the use of vehicular travel, because it has been the custom for ages. Treat park areas as performing the same function for children that streets perform for carts and motor trucks, and it will soon become the accepted custom to set them aside in subdivision planning. The benefits over the years to come will be incalculable. It is an obligation on us to protect child life.

Tendencies: 1st. There is a distinct tendency in the direction of compulsory or voluntary segregation of land for playground and recreation purposes.

2nd: Streets and playgrounds should really be treated in the same way. Both are for public use, and there is no fundamental distinction between land turned over for vehicular or foot traffic and land turned over for recreational purposes.

3rd: Keep in mind the importance of meeting the arguments of real estate men. Get the fact rooted in your mind that play spaces involve no

serious loss in profits and have tremendous advantages both from a practical and ethical point of view.

4th: Actual effect of playgrounds on land values.

I look back over thirty-five years' experience in the development of between 200 and 300 subdivisions almost with horror. I think of many properties containing 1,000 lots now carrying 1,000 homes without an inch of space available for the child. We can only plead ignorance. It was not the custom, and doing business on a tremendously large scale the injury we unconsciously did the little ones was correspondingly serious. All I can say is that since we have learned better we have tried to remedy the injury of a past ignorance, and this is one of the reasons why the Harmon Foundation was started, and why one of its divisions is given up to the establishment of playgrounds. Another reason is a vivid recollection of the need of the child through my own personal experience, and a subsequent demonstration of the wonderful results that could be accomplished through an experiment conducted along intelligent and humane lines.

As the balance of this address will be largely made up of a chapter out of my own life, I trust I may be forgiven the very personal character of the observations.

I grew up in a small Mid-West town. It was a typical undulating, fertile agricultural section of bluegrass Ohio—a town of 3,500 population, containing seven churches, a college, or what called itself one, with wide, shady thoroughfares and a conventional "Main Street." No one was very rich—no one very poor. Over in the Alms House a complaint was once made to the Trustees because pie was never served for breakfast. It was regarded as an ideal environment in which to raise children, and a number of families moved from an adjoining city in order that their children might have the advantages of fresh air, healthful surroundings and a high moral atmosphere. It was just like thousands of other towns of about the same size and kind in America, and my experience in it and with it gives an illustration of why I am a bit daffy on trying to establish playgrounds and recreation centers in such places. Our bodies were fed by loving parents; our minds were nurtured by intelligent teachers; religion was drilled into us by orthodox Methodists, Baptists and Presbyterians. I remember being expelled from Sunday School before the age of ten by Deacon Bennet, long since gone to his reward, because I contended that the heathen did not necessarily go to everlasting Hell. I couldn't give any reason, only it didn't seem quite fair to the heathen or quite satisfying to my own conscience, and so I was banished forthwith to stew with the worshipers of wood and stone.

There was one department of human need in that town that received no attention whatever, and that was the presentation to the children of certain standards of conduct and ideals of living in such a way that they appealed to the child, could be understood by him, accepted and made a part of life. We now know that this can best be done through, and as part of recreation activities, and it can only be accomplished by those who know childhood—live, at least temporarily, in the world of childhood, and speak the language of the child. In those days we had none of this kind of instruction. We had parental discipline, advice and guidance which came to us in an alien tongue, in the language and thought forms of maturity. The injunctions dropped on our suppliant heads, promptly rolled off our waterproof backs and were forgotten. We took our standards from those who did things we understood and admired more than the Huckleberry Finns (our chums and mentors) and it should be remembered that the Huckleberry Finns of real life usually go to the penitentiary and Potters' Field, and not to the State House. When I was twelve years old I knew every crime in the category, and committed nearly all that were possible at my age except murder. I knew every oath in the dictionary and a good many that were not between its covers. On the surface I was a smiling freckled-face Sunday School boy, at least pending Christmas. Inside I was bad without qualification, and yet it was an innocent kind of badness, and almost without sin. I loved rough sports, could swim like a mink, shoot well before I could hold a gun to my shoulder without assistance, enjoy a scrap more than a meal, and the only place I could find companions in these activities were among those who had the time and inclination for such things—the flotsam and jetsam of the village. I was influenced from below and not from above. I never knew, as my own boy did years afterwards, that one can know and do all virile and masculine things and still retain the priceless, precious possession of virtue, honesty and moral cleanliness. I suffered deep wounds,

and was years overcoming these handicaps. I gained moral heights by inches, and struggle, and bloody sweat, and when prosperity afterwards came to me and the beauty of the finer life opened itself up, I determined, quite blindly as to methods at first, to see if things might not be mended in that little town; if the boys of future generations might not have some of the influence at work on their lives that the boys enjoy in the fine preparatory schools of the East and West.

We bought land, established a club and community house, and endowed the whole thing so that we could have the best of physical and moral direction administered by one who knew and loved boys, could beat the best of them at their own games, and command their respect.

Our work of revolution, or rather evolution, was slow, gradual and unobtrusive. The recognition of its value came even more slowly. Fortunately we were independent of public recognition or support. I knew my townspeople, loved them and was patient. Seven citizens in whose character and dogged purpose I had greatest confidence were selected as trustees. After three years one outside trustee each year replaced a retiring one, thus bringing in new blood.

Here tonight I can only touch on an occasional high light or deep shadow that came to my attention from time to time, and these not in sequence. Little straws, however, indicate the force and direction of the wind.

The day I bought the 80 acre tract a group of about thirty boys were playing ball in a neglected corner. A banking friend who had been my local advisor and I stopped nearby and stood as unnoticed spectators. Ribald oaths and dirty expletives filled the air. In fifteen or twenty minutes I turned and said: "Warren, I haven't heard as much swearing in the same length of time since I left this dear old home town." Ten years later in the same spot, the same boys wearing the same sweaters, and knickers and pants, were playing the same game and with the same two spectators equally unnoticed. Thirty minutes of play and not one single oath was uttered. There was exactly the same keen rivalry, and no controlling figure in sight. I turned again to Warren and said, "If I had no other evidence than this of the usefulness of our work in this town I would feel amply repaid for all it has cost. He smiled and answered, "This is only a small sample of what you will find throughout the whole community, not only in language but in conduct, and in all the relationship of the boys and girls together."

There is no need to go into the details of the local athletic developments and achievements, but perhaps I may be permitted to say that at the beginning of the war when the boys of Harmon Hall were inducted into the service, they passed the highest average mark for physical fitness of any group of equal size in the state of Ohio. In my day during the hours of leisure men grouped about the village stores and livery stables and saloons, and whittled and gossiped. Now we have a winter athletic, or perhaps better called, a physical development club of fifty business men, and in the summer a golf club of eighty members, mostly active. Admitted degenerates have been made into healthy leaders of boys. The delinquent cases before the courts have, by the testimony of the Probate Judge, been reduced from twenty a year to one or two. Boys' lives have been actually saved according to the testimony of their own parents.

In the beginning, and for years our work seemed to leave little impression on the adult population, probably because it was not necessary to reach them or especially regard their opinions. Most of the comments were critical. Some withdrew their children from the control of the director and the influence of the group in the early days. This gradually changed to understanding and sympathy, and three years ago when the home folks unveiled a tablet to the still living donor (a dangerous experiment we must admit) Mrs. Harmon went with me to attend the unveiling ceremony. The business houses of the town were all closed. Nine hundred children, 6 to 60 years old participated in the games. Two thousand people shook hands with us, and for nearly two hours Mrs. Harmon's face streamed with tears at the tributes of affection and appreciation, often unspoken, showered upon her, some evidenced only by a pressure of the hand in gratitude for service rendered loved ones.

On that day, and in the presence of those people, I pledged myself to give time, energy and money to the playground movement—to the education of children during the neglected adolescent period of their lives, such education to be conducted by those who would become as little children—as wise as serpents—as harmless as doves. Since December 1921, not quite two years, we have established thirty-one playgrounds in nine states. It has been the hardest kind of up-hill

work I have ever undertaken. Perhaps I am impatient, but my own time is limited and the goal of 500 or 1,000 playgrounds dims off into the indefinite future. We started expecting merely to cooperate. We have ended two years' work by actually giving one-third of all the grounds established, admittedly the poorest possible method of perpetuating a movement. We began by expecting calls for help from every direction—we now find we have to dig up and manufacture interest. The need is there. I have never been so sure of it. I believe there are 10,000 towns in the United States and Canada in exactly the same case this lovely little Ohio town was in thirty years ago.

Sometime since I talked to a doctor, a dear old friend, practicing medicine in a town of 1,200. He told me of eight cases of constitutional blood disease he was then treating in that village among girls under twenty-four—doubtless an exceptional situation, but how much so God only knows. The average parent is the rankest kind of an amateur. In educational matters he is a primitive—still thinking of childhood's mental and spiritual needs in terms of the three R's, and expecting to inculcate the moral concepts of forty into the hearts of fifteen. He knows neither the language of negotiation, nor the method, and what is worse he is ignorant of his ignorance. It is inconceivable to me that in dealing with children's problems a man or woman cannot reach back into their own memories and take on the habiliments of youth, but such is the case and it is just this situation with which we have to contend and to wear away opposition and indifference by the solvent of educational enlightenment. It is a hard problem, we all know it—but no harder than many others that leaders in human thought have solved. We must keep everlastingly at it—throwing light on dark places until the significance of recreation training and education will be understood and fostered as in the training of the mind in the classrooms of today.

I want in closing to pay my tribute of respect, love and admiration to those great leaders in the movement and to the rank and file of their associates, on whom especially must fall the burden of the battle. May the overruling and unknowable Father God sustain your strength and courage to the victorious end that childhood may come into its own.

I do not think as tremendous a work can be done for the children of the next generation as by getting behind with heart and soul the movement we are about to undertake to provide for the segregation of enough play space from each new land development to take care of the children born and raised upon it. And since as all cities grow they expand through the laying out and plottage of agricultural or farm areas, the entire needs of the future will be automatically taken care of without cost or at a minimum expenditure. I personally think there will be no loss but that the practice will become as essential to success as the planting of shade trees and shrubbery. This will leave us only the errors of the past to overcome.

Third Annual Safety Contest

The Highway Education Board has announced a renewal of its annual Safety Contest in which $6500 will be given away in approximately 500 prizes. The campaign will take the form of two contests, one among elementary school pupils, the other among elementary school teachers. The prizes offered are the gift of the National Automobile Chamber of Commerce which desires to train children in habits of highway safety.

"Highway Safety Habits I Should Learn" is the subject of the 500 word essay for children. Pupils of the fifth, sixth, seventh and eighth grades who are not more than fourteen years of age are eligible. The contest opened at the beginning of school and will close December 4, 1923.

Teachers are requested to submit safety lessons on the subject "Training Children in Habits of Safety on the Highways." The essay may contain from 1,000 to 3,000 words. All elementary school teachers in the eighth and lower grades are eligible to submit lessons.

The Board announces that the contest will be held with cooperation of State Departments of Education, Women's Clubs, Civic Organizations, Safety Councils, Automobile Clubs and kindred organizations that may wish to assist. Complete details will be furnished upon application to the Highway Education Board, Willard Building, Washington, D. C.

How the Danish Revolution in Physical Education has Revitalized the Physical Culture of Europe

As Told for America by its Leader

Neils Bukh

Physical culture in Europe took its first big forward step in practically a hundred years when we gave gymnastic tradition the axe, as you say in America. Moss had obliterated the tablets on which Ling, the great Swedish physical educator, had laid down the basic principles of physical education in the early years of the nineteenth century. We had to start the stones rolling again. There is no doubt that Ling had been right in principle, that gymnastic exercises should be aimed at harmonious development of the entire body, or that he had devised excellent exercises for this purpose. But those who followed him and moulded his teachings after their own conceptions had strayed far from the original inspiration by the opening of the twentieth century, and physical education was faring badly. This loss in effectiveness had inevitably been followed throughout Europe in loss of confidence and a growing loss of interest.

The vitality had been sapped from Ling's system, more than from any other cause, by the desire of his latter day disciples to codify and regularize his methods. And that is something no physical educator should have as a primary aim. First of all things to be considered is the need of the individual body. The method must cope with that. When the condition rises that the method is more important than the need, the method has lost its effectiveness. And this was undoubtedly the situation in European gymnastics in 1912, when I first began to study the reasons for the slump in physical education. Furthermore, a philosophy had been built up to glorify these static methods, and little thought was given to the genuine requirements of the bodies being trained. Such a situation is not unfamiliar in other educational work, when the instructors forget that the aim of their teachings is to produce useful men and women with trained minds, and not puppets with classical vocabularies.

And so it was that before we could again progress in physical education it was necessary to plunge to the heart of the traditional method, discard all that was false or unnecessary and build anew. Proof that we have separated the wheat from the chaff in the new and resulting system known as "fundamental gymnastics" is found in our achievement by this method in producing finished athletes, year in and year out, from raw country boys and girls in three to five months. In contrast the Lingen group, who are representative of the

September twenty-fifth, Niels Bukh, with a group of his students, demonstrated a little of the program followed at his people's college or folk school in Denmark. Most of the program was gymnastic and folk dancing with folk songs. Yet throughout one was conscious that the rhythmic gymnastics which take stiffness from the human body and make the body in every day life a more beautiful thing, are not an end in themselves but a part of a great religious, patriotic movement of the deepest sort. The students in their five months' educational courses at the folk school have learned to live, they have something to teach, they are going out from the school to be centers of training for a greater Denmark —not greater in size or necessarily in material wealth, but in culture and beauty and worthwhile living for all.

These students are not to be professional paid teachers—they are going back to their regular tasks in the world but as an avocation they will each one be centers for training for a more vital citizenship. And they are able to do a hard day's work and yet be fresh enough to enjoy recreation at the end.

For those who have eyes to see this demonstration is significant of the day that is coming when there shall have been more universal training for the better use of leisure.

former systems, require great periods of time and, unfortunately, produce an inferior product. The reason for this, which is very simple, I will outline in the description of our methods.

My mind was first turned to this problem by a peculiar circumstance. The most magnificent men in Denmark, selected from our finest athletes, composed the team which I took to the Olympic Games in Stockholm in 1912 and later to Antwerp, Brussels and Paris. Everywhere they were given the highest praise and it was often remarked in the press that they were typical of the Danish race. This great compliment I knew, with regret, was untrue, but I felt the growing wish that such a tribute to the manhood of my country might some day be fully justified. But I knew that under the slow Lingen system it could not be accomplished. So was born the ambition and the dream to find a better system and a quicker one, which would be all meat and without waste, a system which would make this dream of national physical perfection a practical eventuality.

It was on my return to Denmark with this aim in mind that I took over the gymnastic People's College at Ollerup, which was destined to be the birthplace of the now famous "fundamental gymnastics." Immediately I set to work to find the truth in the teaching of physical culture. My first pupils were twelve young men, not perfect like the Olympic team, but varying in development and in needs—ordinary Danish boys from the farms and dairies.

Under the Lingen system I would have given all the same exercises in the same proportion and set by set as codified and systematized. Of course if there had been any physiological defects the Lingen teachers would have sought cure in correctional gymnastics. But, as in most instances, the deficiencies in these young men were not marked enough to call for such treatment. It was simply evident that the arms of one, or the legs of another were not as strong or as fully developed as the other parts of the body. Of course the Lingen teachers would observe this, but, according to their philosophy, would set about their complete body exercises with the thought that eventually, when all other parts of the body had been developed to their maximum, the weak legs or the weak arms would continue to develop and a harmonious body would finally result.

But I said no—that is the first great fault with the Lingen method. I will concentrate on immediately developing the weak parts of the body, and then with the whole physical structure proportionate and harmonious, continue in the process of developing for maximum strength, endurance and grace.

Therefore in examining each boy I had constantly in mind the ideal body. If he were a baker I would find his shoulder and arm muscles highly developed and would note a plus in my mind for them. But perhaps his legs would be weak from lack of use, so I would note that with a minus. I would then center his gymnastics on filling out these deficiencies. My plan may be visualized if you think as I did of these plus and minus points arranged on either side of a straight line representing the ideal body. These points when connected upon his entrance in the school, would show a zig zag line. My ambition was, in the shortest space of time, to change this graphic representation of his physical qualities so that it would correspond with the straight line representing ideal, harmonious physical character. It was the first great discovery upon which our fundamental gymnastics are based, that this was an absolutely practical method, and that in as little as three months of exercises designed to this end for but one hour a day the ideal had been obtained. I hesitate even to compute how long such results would require by the Lingen method.

This all seems very simple and sensible now, and it is difficult to realize that it had not been done this way before—or that the Lingen instructors still oppose this method violently as being "too strenuous." You should see how the young people thrive on it. And if you think this is all merely a, b, c, of physical education go to the high school gymnasiums in your own city and see if the old method is not still in vogue.

As for our "fundamental gymnastics" being strenuous, true. I designed them with this purpose in mind. Of what use is it to exercise daintily? You cannot make the heart and lungs strong waving a fan.

Perhaps the next most revolutionary step was thinking less of taking up positions. Such importance was placed on having the arm and hand or foot just so in the older systems. A whole class might wait while the arm of one was raised an inch, the hand of another turned backward a little and so on. It is not by esthetic position

(*Continued on p.* 467)

An Early Play School in California

The death of Kate Douglas Wiggin has revived many memories associated with this friend of children.

"Indirectly," writes a worker of the Playground and Recreation Association of America, "Mrs. Wiggin was responsible for the establishment of one of the first playgrounds in California. In 1890 my mother attended the Silver Street Kindergarten Training School in San Francisco conducted by Kate Douglas Wiggin and her sister Nora A. Smith. In 1892 she received her diploma and returned to her home in Santa Rosa, California. Feeling that kindergarten work alone gave too little opportunity for actual free play, and believing that children should have more to do on their own initiative, she evolved a play school.

"Part of our home was turned into attractive kindergarten rooms with flowers, ferns, birds and prisms with the rainbow colors falling on the floor and walls. A portion of the yard covering about a half a block was transformed into a children's playground with swings, teeters, bars, slides and sand boxes made by a local carpenter. Blocks were supplied for building in the sand where stories were illustrated. Every child had his garden and his own tools. There were two good-sized sand boxes, one for boys, the other for girls in different parts of the ground. A load of blocks was divided for the boxes and the children helped themselves as they needed them. Though one box was for the boys and the second for girls, they were allowed to play together in both boxes. The girls playing in the boys' box understood that they were to play what the boys wanted and those playing in the girls' box played whatever the girls wished. There were always both boys and girls in each sand box. A kindergarten teacher was in charge of the playground and the younger children were allowed to go at will from the kindergarten rooms to the playground.

"Every morning the family carriage and 'Old George' the horse made several trips about town bringing children to the school, and every afternoon the return trip was made. 'Old George' learned to know the children so well that even though they ran several blocks to meet them, he would always stop to take them. When the last child on the last trip waved good-bye, 'Old George's' age and responsibility seemed to fall from him as a cloak, and he would throw up his head, pick up his feet and race for home.

"Second only to 'Mama Randall' and 'Old George' in importance was Max, the double-nosed bird dog. Dog and horse slept and traveled together. Max followed closely on 'Old George's' heels, but because he kept in such perfect step he was never stepped upon.

"At noon on a broad veranda a luncheon was served at long, low tables with white table cloths and napkins and little chairs to fit the tables. Luncheon consisted of hot soup, milk, macaroni, rice, chocolate, bread and butter sandwiches and cooked fruit. The children marched into the school to music or singing, took their places behind the chairs and quietly seated themselves. A very important feature of the noon luncheons were the birthday parties. Whenever a child had a birthday, he chose several little friends to help and together they decorated the tables and arranged everything as they wished.

"Twice a week the children were taken by groups to the hillsides, the fields and the creeks where they looked for the wonders of each season—wild flowers, birds, rocks and bugs. Tied behind the carriage with 'Old George' in the lead was a little wagon with two or three of the smallest children in it, and running along beside it was Max who enjoyed the trips as much as the children. The children would sometimes run along the side of the road playing with the dog or looking for stones, bird's nests, flowers and mosses. There was always a picnic with food to feed the birds and squirrels. The children were taught to dispose of all paper and trash before leaving the picnic table.

"When the group returned home, each child had the opportunity to tell the others about the trip."

Nations are now thrown into one community, and must live together as though huddled upon one street. In the days when the nations were separated by dreaded seas and almost impassable mountains, they were able to go along in a primitive way without a universal touch; today nations must live together. Each nation has something which will add to the convenience, prosperity, and happiness of other nations, and that thing, whether it be food, or raiment, or music, or art, or literature, or machinery, or invention, or opportunity in a thousand forms, must be available to all. No nation can live unto itself alone.

The Lighted School House

Great American Opportunity

"The message of opportunities for the hours that count"—thus Milwaukee announces the 1923-24 season of its free evening schools and social centers which opened September 18.

Among the activities offered at the social centers are the following:

Industrial and Craft Classes

Cabinet and furniture making; dress making and millinery; cooking; china painting; basket weaving and reed work; crocheting, sewing and knitting; mechanical drawing

Musical and Dramatic Organizations

Bands, orchestra, glee clubs; minstrel clubs and dramatic clubs will be organized at the social centers.

Parliamentary Law Classes

Citizenship study class clubs; informal classes for study of the different departments of government and for the discussion of Civic problems

Gymnastics—Games—Athletic Dancing

Club Activities

The social centers offer opportunity for the organization and meeting of civic, science, literary, athletic and social clubs.

General Social Center Activities

Reading rooms, rooms for table games, billiard rooms, athletic game rooms, hot and cold showers

Special Community Activities

Saturday evening dancing socials, Saturday afternoon motion picture entertainments for children and Wednesday evening neighborhood entertainments

For New Americans and Foreigners

Day and evening classes in which to speak, read and write English and to prepare for taking out second citizenship papers. Social centers also offer help in filling out citizenship papers.

In connection with the citizenship work, the announcement makes this plea:

"Mr. & Mrs. American Citizen:

Please pass on the above message to all foreigners with whom you come into contact. It would be a most helpful and patriotic service to take them personally to an evening school and to assist them in enrolling and becoming acquainted."

Athletic Games and Sports

Leagues in football, soccer, basketball, and indoor baseball will be conducted under the auspices of the school board through its extension department. There will also be skating meets, ice hockey tournaments and indoor swimming and track meets.

The announcement of activities is accompanied by a statement of location of schools and social centers, date of opening and full information regarding registration and other details.

From Far Japan

Apr. 25, 1923.

Dear Park Commissioner
and Playground Commissioner:

We are now establishing the system of Park and Playground in our Japanese cities studying comparatively valuable reports of your state of such specialty. Truly we are always owing very much your planning.

Would you kindly record my name to your sending list, to my heartily desire, and send me your reports published and moreover new issues concerning such problem whenever they will be published hereafter?

On the other hand I also gladly offer you any information about the same here within my reach.

I am now staying in your state until July and then return to Japan August. Will you kindly send some of them to

% Toyo Kisen Kaisha, 551 Market St.
San Francisco, Cal.

until 15 July, afterward to Japanese address underwritten?

Yours very sincerely,
K. Uyehara.

Office address: 1373 Kami-Megro, Tokyo, Japan

The Elements of State Park Design

By Charles Herrick, C. E.,
Columbus, Ohio

Whenever the question of state parks is brought up, everybody seems to know exactly what tracts of land are needed, but, unfortunately, all do not agree, and no state could afford to purchase all the areas that are suggested. Some rational method of selecting the best sites must be found. From the experience of the states that already have state parks it is possible to draw some conclusions that will help in arriving at a logical basis for the design of a state park system.

South Dakota has a wonderful park of 100,000 acres in the Black Hills, but the park board complains that the people do not use it. This park is situated in the extreme southwestern corner of the state, in a very sparsely settled region. There are only 30,000 people living within 35 miles of the park. Only 100,000 people live within 150 miles, and half the population of the state lives more than 275 miles from the park. Connecticut has 25 state parks and five state forests, and the authorities find it almost impossible to take care of all the people who come to their parks; but very few of the 1,380,000 people in the state have to go more than 20 miles to reach a park. The Palisades Interstate Park System is one of the most successful in the world, in the way in which it serves the people. Over 10,000,000 people can reach the parks of this system by traveling less than two hours, and the round trip need not cost them more than $1.00. Over 5,000,000 people visit this park system each year.

From the experience of the state parks in New York State, Henry R. Francis, of Syracuse, has found that the effective radius of State Parks is as follows:—

Thirty miles for boys and girls who, like Boy and Girl Scouts, depend upon the payment of transportation themselves in going to state parks for camping.

Sixty-five miles for people who go to the parks for a day, going usually in their own cars.

One hundred miles for people who go for camping or for a stay of more than one day.

One hundred and fifty miles for people who go to hunt and fish.

At the Second National Conference on State Parks, J. Horace McFarland suggested one acre per thousand population as a desirable minimum, but said that the parks should be larger if possible. The State Park System of Connecticut amounts to four acres per thousand population, and the Palisades Interstate Park System provides about 3.6 acres per thousand tributary population, while the Cook County Park System around Chicago amounts to 7 acres per thousand population.

To arrive at a definite standard by a logical method, let us assume that 350 people out of every 1000 will visit such a park during the year. It seems to be impossible to maintain the wild character so desirable in a state park when it is used by more than about 50 people per acre per year. To keep the density of use down to this figure will require seven acres per 1000 population. While more statistics are desirable to confirm this reasoning, it seems to give a practical figure to work with.

The effective radius of a state park, if it is to achieve its greatest usefulness, is about 35 miles. If special transportation facilities are available, the effective radius might be 60 miles or more. The desirable limit is two hours travel or a round trip cost of $1.00, and the maximum limit is the distance that can be traveled in an automobile in the daylight hours of one day.

The only excuse for a state park is to provide recreation, for the people. Historical and scientific interest, flowers, trees, birds and other wild life, even the beauty of natural landscape, are important only as they contribute to the value of the park for recreation. Quite obviously, the most beautiful park in the world would have no recreational value if people could not get to it. In considering the design of a state park system the first thing to study is the distribution of population. Then select sites for the parks that will best serve the people. It would be better to reclaim waste land within a reasonable distance of the centers of population, or buy high priced land, than to go into inaccessible places to purchase cheap land or land that offers more immediate attractions. One of the purposes of a state park is to preserve the characteristic scenery of the state. Characteristic scenery is the kind that is, (or was) found near by. If it has been spoiled in the places where state parks are needed, it should be restored. A very creditable restoration, even of a "primeval forest," should be procured in 75 or 100 years, and this is a short time in the life of a state park.

It is not enough to study the distribution of

population at the present time. Some attempt should be made to plan for conditions that will exist 30 or 40 years from now. After a country is once settled, population does not tend to increase in rural districts. Population density maps of England show practically the same density of population in rural sections at the end of the 18th century as was found in the same sections 100 years later, but surprising increases had taken place in the industrial cities. Some of the states in this country have even shown a decrease of population in the rural districts in the last 70 years, while the cities have grown rapidly. Conditions will vary in each state and the probable trend of population should be studied carefully in each case before a state park system is designed.

Distribution of Population in Selected States

South Dakota: The population is concentrated in the eastern end of the state, while the Black Hills State Park of 100,000 acres, is in the extreme western end of the state. With a population of 646,872, this state has nearly 155 acres of state park per 1,000 population. There are, though, only 30,000 people living within 35 miles of the park, only 60,000 within 75 miles, and only 70,000 people within 100 miles. Half the population of the state lives over 275 miles from the park. The park board is disappointed with the attendance at the park.

Connecticut: This is a small state, compared with South Dakota, but it has over twice the population, 1,380,651 in 1920. The population is concentrated mainly in the cities—Hartford, Waterbury, New Haven, Bridgeport. The northwestern and also the eastern portion of the state are sparsely populated, thus making it possible to have natural parks near the large centers of population. In this state it is difficult to handle the crowds that come to the parks.

Minnesota: There are only three large cities in the state. Over the southern part of the state the population is about evenly distributed, with occasional towns of 2000 to 15000. In the northern and eastern part of the state the population is very sparse. Jay Cooke State Park is near Duluth, in fact the city will soon grow out to it, but this park is large enough to serve the city and surrounding territory for some time. St. Paul and Minneapolis are not very well served by any of the existing state parks. The large state parks in Itasca County are too far from the centers of population to serve more than a very small proportion of the population.

Ohio: In Ohio 65 per cent of the population is urban. The population is mainly concentrated in cities which are located on the northeast—southwest diagonal of the state. While the cities have been growing at an alarming rate, the population of the rural sections has been decreasing. This is due partly to the attempt in the past to farm unsuitable land, and partly to the introduction of agricultural machinery. The existing state parks and reservations are not well located, and are inadequate in size. The five state parks are the reservoirs of the old canal system. Only about 10 per cent. of the 29,500 acres is land, and most of this is in a strip from eight to twelve feet wide around the margin of the reservoirs. In the southern part of the state there is a game and forest reservation of 20,000 acres, but there is only a population of 125,000 living within 35 miles of it. In the south-central part of the state there is also a forest reservation of 3000 acres, serving a population of 150,000. None of these parks or reservations has been fully developed for recreation purposes.

The effectiveness of a state park depends mainly upon its location in relation to the population of the state, and second upon its recreation facilities. The selection of land for state parks should be made with great care, in order to avoid the mistakes which can be made so easily. If the first state park which any state purchases is a failure, it will be a long time before the second park is purchased. If the first park is a success, others will follow in quick succession.

The Perpetuation of Our Playgrounds*

Preservation of wild life in America came too late, as a public policy, to save several splendid species—with the fate of which all sportsmen are unhappily familiar, and all nature lovers. Now that the policy is established there yet remains the task of general education, for it is greatly to be feared that its aims are not popularly appreciated. The difficulty is to convince men of practical mind that it is the most practical move possible to conserve our game and fish, and not to sacrifice

* From an Editorial in the Sunday Oregonian, Portland, Oregon. August 3, 1923.

them at the demands of industrial or commercial enterprise.

An illustration of the broader view, of the vision that is essential to insure preservation, is that of the recent purchase of 100,000 acres of marsh lands on the gulf coast of Louisiana, where water-fowl have bred for countless centuries, and where they will now find refuge for as many centuries to come. The acquirement, by the state, of this tract has for many years been the goal of Edward A. McIlhenny of Louisiana, who knew the bayous and their feathered residents, and who feared lest greed might in time obliterate the last trace of a most valuable recreational and economic asset. Through the conversion of the directors of the Sage and Rockerfeller foundations to his point of view, Mr. McIlhenny has preserved on Vermillion bay a heritage for all America.

The logic of such a course is not debatable. While it is true that marsh lands have, when reclaimed, a certain agricultural or industrial value, it is equally true that they hold in trust for many millions of Americans the annual vacation, and that they preserve from the ubiquitous gunner those flocks that are all too rapidly thinning, that they furnish spawning grounds and safe retreats for many varieties of fish, whose economic worth is not to be denied. The disappearance of the swamps would mean an end to these, and before we determine upon drainage we should first ask ourselves if the reclaimed land will be worth such sacrifice. It is, of course, an absurdity to maintain that we must have the land—we whose farms are long, long miles apart.

Along the upper Mississippi, bordering the great river for some three hundred miles on either side stretches an intricate chain of marshes and lakes which are now the subject of controversy, Sportsmen and naturalists, and vacationists, as well, maintain that the district is virtually one of the greatest natural parks on the continent, harboring millions of water fowl and furnishing many varieties of fresh water fish. From the pools left by the receding river, after flood, officials of the bureau of fisheries declare that they could recover annually more than sufficient black bass to restock all the streams and lakes of the United States. The numbers actually recovered, in the routine work of the bureau, and which represent no more than a small part of the surplus available, already are staggering. Sportsmen everywhere are asking their congressmen why this gigantic reclamation project should be permitted to destroy the playground of the people. Whether they will be successful in their protest to the federal government remains to be seen.

Matters such as these should engage the attention of all who love the out-of-doors. Emerson Hough in a measure dedicated his life to the work of conserving our game and fish and of perpetuating those areas that men seek when they are weary, and that both old and young delight in. The Izaak Walton league has for its avowed purpose the furtherance of this cause. Time was when there was room enough to play, and sport enough for all. That time, unless there is concerted action, is drawing to its close.

State Land for Playgrounds

The State of New York is prepared to turn over at one dollar a parcel 1,736 pieces of real estate—unappropriated land—in various sections of the state for use as parks or playgrounds. The value of this property is estimated at $247,065.25, The details and maps of the property are being sent by Dwight B. LaDu, State Engineer and Surveyor, to the officials of cities, villages, towns and counties in which the property is located in order that steps may be taken to purchase the land at a nominal rate for community purposes.

The law making possible this disposition of non-revenue bearing land was enacted with the approval and support of various welfare associations, the State of New York Association and the Elks, who are planning under their Big Brother movement to aid local communities in securing playgrounds. The law provides that the Commissioners of the Land may direct the state engineer to convey to a city, incorporated town or county, for the consideration of one dollar to be paid the State of New York, any parcel or parcels useful for local park, recreation, playground and reforestation purposes and that they shall be properly improved and maintained for such purposes, provided that the disposition of such parcel or parcels is not otherwise prohibited. This latter provision eliminates from such sale abandoned canal lands, lands in the State Forest Reserve, and all public property which existing laws set aside for other purposes or disposition.

In numerous cases, the land available is located in strategic positions and is highly desirable for park or playground purposes.

What can he do this winter? Are you giving him a chance for some real fun?

The Boys' Choral Club of Hammond, Indiana, helped celebrate Ch

Snow, ice, and skating! Red-blooded sport for young and old! St. Paul, Minnesota, is one of the places where careful supervision is found on the public rinks and where music adds zest to the fun.

Many community recreation
and girls as well as vocation
bird houses were built by chi
tion and Playground As

ear by singing carols in the business section, before men's clubs and
ocal theaters.

These youngsters have caught the play spirit.

e handicraft classes for boys
for men and women. These
ne supervision of the Recrea-
Lancaster, Pennsylvania.

A close-up view of the travelling band and the portable shelter used on the skating rinks in St. Paul.

"Dear John Martin"

An Interview

This was the greeting that began them all in that one day's mail it was my good fortune to see. Some were printed, some were scrawled in the most labored of third grade vertical, some were in pencil, some were much too lavished with ink. But they all told the same story of a child's utter confidence and deep affection for a very real friend.

I had started out to discover something about the man who the postman on my block said, "Got more kid mail than any man in the country," and this is what I learned, from various associates and from John Martin himself.

"Yes," said he, "my work is an example of a man's fun having turned into business. Years ago I began writing letters to children because I loved them and because it was a revival of youth to think back to the juvenile point of view. When the San Francisco fire came along it swept away everything that was my business at that time and landed me in New York. When I bethought me that perhaps I could do a thing that I loved to do, and I began to write letters in earnest to children, thousands of them."

I saw some of these letters, now "rare" copies. They were in facsimile handwriting or hand printing, or typewriting, with pictures everywhere, about birds and flowers and animals and sometimes of queer little creatures that could only find habitation in a child's mind and fancy. And if you can imagine swinging on the gate till the postman comes and hands you a really truly letter with your name on it, from Peter Pan, or Dick, the police horse, or an Antarctic Pelican, or a little Hopi Indian, you will have some idea of the lure of those John Martin letters for the fortunate children who got them.

These letters achieved a large ethical success, but there was not in them the possibility of wide usefulness or financial security, since their intensely personal character prevented income from advertising or any source beyond the subscription price. They were the means however, of bringing John Martin's name prominently before the public through several of the popular magazines to which he contributed in a similar vein. The demand for the letters disclosed a need, and John Martin's Book now completing its sixth year, was the logical outgrowth of these beginnings, enlarged, expanded, and diversified, but still preserving a personal quality.

The obvious purpose of the book is to provide for the children one magazine of the same dignity and appeal as is supplied to mature readers in such variety. Children before have never had a high-class, formative magazine for those most important years in their lives, the years from three to ten. Impressions received during that time either for good or evil, are never effaced. Psychologists even go so far as to say that characters are formed by the ninth year. This magazine is planned to hold the attention of children from the time they begin to look at pictures and listen to stories until they are ten or eleven years old, varying with the individual, and turn to Popular Mechanics and St. Nicholas. In common with editors of mature magazines, John Martin has a very definite policy, and that is to present constructive thought only. John Martin's Book is informative and educational without being pedagogic, and is lavishly supplied with fun and merriment. All suggestions of fear, deceit, cruelty and naughty mischief are scrupulously excluded.

"We never talk down to the child," said John Martin, "but rather with him—in fact, we like to feel that the magazine is the mouthpiece of childhood, voicing its ideas, thoughts, and aspirations. Even our advertisements are written especially for our juvenile public, and at a forfeit of many thousands of dollars we kept out all advertised articles that we cannot write freely to children."

Having heard that this name, John Martin, was an acquired one, I ventured to ask its history. "The story is almost as old as I am,"

said he, "I was brought up on a remote plantation on the banks of the Potomac, with my mother, my only playfellow. She built for me a marvelous world of magic, passing easily from the animals and growing things about us to the fanciful creatures of legend and dreams. In the garden was a martin house, and this feathered tenement became the center of all our make-believe. She had a name for every one and seemed to know them. I remember how patiently I would watch them fly out, and beg to know just which ones had gone, for thus I would have my clue as to the kind of stories I should presently hear. You see, every bird brought a message from the big world back to the little martin house—Silly Simon, and Mother Goose of nonsense, King Arthur, Rowena, Launcelot, and Ivanhoe, of knighthood and chivalry; Alice of extravagant fancy, and so on, until the heroes of myth, legend, and history became as well known to me as the geese that chased me away from the back door. Little John, of the martin house, was my favorite however, for he was cheerier and busier, faster and stronger than the rest, and it was to him and those charmed years that I harked back when I appropriated his name and undertook to carry on his message to the world's children."

This man with the child heart, I discovered, has had a wide and versatile career. Perhaps the Central America adventures and his far West cowboy days lend to his Book the virility and "punch" that the small boy finds therein; and surely the years spent in book-binding and design and the tutelage in book-printing with masters of that craft, find expression in the pages of this unique juvenile.

"I have a theory," said the artist-creator, "that many impressions of refinement, charm, and taste which have come to most of us only with study and travel, may be inculcated during the unfolding years of childhood."

Even a casual inspection of the magazine shows that, from a printer's point of view, it is typographically excellent and adheres to certain accepted standards of form or taste, with the intention that children will thus become accustomed to the appearance of a well-printed page. Because line and mass are more readily distinguished by children's eyes, the illustrations are in line-cut instead of half tone. The art is as good as it can be made, and frequent adaptations from Crane, Craig, Flaxman, Durer, Crawhall, our own Howard Pyle, and even from the Orientals, Hokusai and Hiroshige, are unconsciously forming a taste for good art.

"It is customary," said I, "to ask of all publications where they stand in politics and religion, but perhaps a juvenile is not required to answer."

"That is not such an absurd question as one might think," rejoined the editor, "but I believe we are safe in making patriotism the political creed of our book, and I endeavor to allow no number to leave my desk which does not definitely uphold the principles of personal and National honor. In the matter of religion," he continued "though not orthodox, we strive to inspire reverence for a loving and protecting God, this without dogma or specified creed. I believe that these elements, patriotism and reverence, will go far toward making good citizens of today's children."

It is hard for one accustomed to the atmosphere of the ordinary business office to realize the earnestness and joy with which this work is done. I found in this man an enthusiasm amounting to a passion for the preservation of ideals in childhood and I sensed somewhat the material struggle the magazine must have undergone to maintain the high standards that have been set for it.

"It is said of me," chuckled this idealist, "that John Martin will have to let go of his wild star-dream and come down to earth and real business. If by that they mean letting down the bars to what is less than the best and exploiting the confidence I have gained among mothers and children, business will have to wait."

In the elevated train, after my interesting morning, I was looking over the current number of John Martin's Book, when I spied opposite me a wriggling mite of five in a high state of excitement. "Mother, that man has my book," came a loud whisper across the intervening aisle. In vain the mother tried to explain how anyone could have a book by paying for it at a newsstand. "No, it's my book!" insisted this confirmed John Martiner, and she continued to scowl at me with accusing eyes until an embarrassed mother retired her, still protesting, at the next station.

As I proceeded downtown into the whirl of Manhattan I could readily see why wise and discriminating parents, the country over, are recognizing the value and necessity of an influence like John Martin's Book for the children of today who are to be the citizens of tomorrow, and are supporting it in such a whole-hearted manner.

Newark's City-Wide Jack Stone Contest

By Robert K. Hanson

Director Boys' Work, Rotary Club, Newark

Jack Stone contests have come into their own in Newark. Started in 1922 in connection with the eleven block playgrounds promoted by the Rotary Club, the contests met with great success. This year the plan was developed so that the all-year-round playgrounds and the summer playgrounds under the Board of Education, as well as the block playgrounds united in a city-wide contest from thirty-six different grounds.

Over 700 girls entered, and a month's time was consumed in playing off the preliminaries. Three separate tournaments were run; one on the year-round playground; one on the summer playground, and one on the block playground. In each of these contests the champion was determined to represent her playground in the finals. The games were all played on tables placed at a quiet corner of the playground or on the sidewalks under an electric street lamp in the case of the block play centers.

One of the most outstanding features of this contest was the splendid sportsmanship shown by the contestants. Girls would often touch a jack and though the judge hadn't been able to determine it yet, the player gave up her chance and passed the jacks and ball over to her opponent. This was true even in the finals.

The rules of the game are as follows:

1. Game to be played by contestants standing up before a table
2. After the jacks have been scrambled, the player must not change her position but must play from the standing position she was in when she scrambled jacks.
3. If jack is dropped to the floor, it may be placed on table two inches from the edge.
4. Only one scramble is allowed.
5. A player may represent one playground only.
6. Jacks may be passed from the hand in which the jacks are picked up to the other.
7. To win, players must win two rounds out of three of five games each.
8. Largest number of jacks must be taken first.
9. All jacks must be scrambled from one hand.
10. In bouncing games, ball must be bounced number of games without resuming hold of the ball and without an extra bounce for games.
11. King means nothing. (One jack on top of the other)

Game

a. Pick up jacks one at a time (One'sy)
b. Pick up two at a time (two'sy)
c. Pick up three at a time (three'sy)
d. Pick up four at a time (four'sy)
e. Pick up five at a time (five'sy)
f. Pick up six at a time (six'sy)

Fouls

1. Touching another jack
2. Dropping jack at any time
3. Dropping ball at any time
4. Catching ball in two hands
5. Catching ball against own person or that of any other person or object
6. Double bounce out
7. Tip-tap not allowed in one'sy (That is, on one bounce of the ball picking up as many jacks as can be had at one time).
8. Split jack is out, even if ball is caught. (Bouncing ball on a jack).
9. Banging on table to separate jacks not allowed.

Recreation in a Southern College

Miss Agnes Reed, formerly a community recreation worker, now director of social training, dancing and dramatics at Southern College, Petersburg, Virginia, writes of the provisions which the college is making for the recreational and social life of the girls.

Every student while in the college is a special member of the Country Club of Petersburg, with the privileges of the club house, the grounds, and the golf course during special days. Golf and tennis are the chief activities available through the Country Club. The girls may also use the swimming pool of the local Y. W. C. A. twice a week without extra charge. The recreation grounds and gymnasium of the college are open to all students, and there are many trips to places of historical interest which are conducted as hikes.

There are four clubs open to every member of the student body.

A Community Picnic at Pasadena

At the Community Picnic held in Pasadena in September a number of organizations cooperated to make it a success. The Red Cross provided a tent, doctors and nurses. Playground Community Service director of activities and the Boy Scouts assisted in many ways.

The program was as follows:

PROGRAM

10:30 to 12:30 All Brookside playgrounds will be open to children. Supervisors will organize games between the ten playgrounds.

12:30 to 1:30 Lunch Hour

1:30 to 2:30 Championship playground baseball game for the Pasadena Chamber of Commerce trophy. Winners of semi-finals in Business and Professional Men's Twilight League play-off

2:30 to 2:45 Speaking

2:45 to 3:30 Band concert. Music by Pasadena Municipal Band. Community singing

3:30 to 4:30 Demonstration of bowling on the green by Pasadena Bowling Club

3:00 to 5:00 Track and Field Novelty Events.

1. 50-Yard Dash .. Junior boys
2. 50-Yard Dash .. Junior girls
3. Boys' Sack Race
4. 75-Yard Dash, Intermediate boys
5. 50-Yard Dash .. Senior girls
6. Boys' Shoe-Scramble Race ..... Free-for-all
   A. 75-Yard Dash, Men over 200 pounds
7. Girls' Shoe-Scramble Race ..... Free-for-all
8. 100-Yard Dash, Senior Boys
   B. 50-Yard Dash, Ladies over 18 years of age
   C. Women's Cardboard Stride Race, Free-for-all
9. Girls' Potato Race
   D. Men's Tandem Race
10. Stunt Race, Free-for-all (Forward roll, run, eat cracker, whistle, run, take off shoes, place hands in shoes and crab run to finish line.)
11. Boys' Shuttle Relay (40 yards each) 8 boys from each playground (4 juniors, 4 intermediates)
12. Girls' Shuttle Relay

3:30 to 4:30 Exhibition Tennis

Court No. 1. Men's Doubles
Court No. 2. Ladies' Doubles
Court No. 3. Men's Singles
Court No. 4. Mixed Doubles

3:30 to 4:30 Swimming

1. 25-Yard Dash, Junior Boys—Free Style
2. 25-Yard Dash, Junior girls—Free Style
3. 50-Yard Dash, Intermediate Boys—Free Style
4. 25-Yard Dash, Senior girls—Free Style
5. 100-Yard Dash, Men—Free Style
6. 50-Yard Dash, Women—Free Style
7. Diving, Women—2 Compulsory (front, back) and 3 Voluntary.
8. Diving, Men—3 Compulsory (front, back and front jack) and 3 Voluntary.

5:00 to 7:00 Supper Hour

7:00 to 9:30 Dancing on tennis courts

For Other Children's Happiness.—While playing on the pavement in a Denver street on June 12th, a five-year-old boy, Ichiro Matsumoto, was killed by a passing automobile. A few days later, after the funeral service, the priest announced in the dimly-lighted hall of the Japanese church that the bereaved parents had given $1,000 to start a fund for a playground that the children of the neighborhood might have a safe place in which to play. Though of Japanese birth, they stated that their child was an American and they desired that the playground be open to every nationality. The planning of the playground has been left to two prominent Japanese in the city. What more beautiful memorial could there be for the loss of one child life than this place where hundreds of growing boys and girls may be assured of safety and happiness?

Minneapolis Municipal Ski Club

By

B. G. Leighton, Executive Secretary

Organized in Minneapolis, the first municipal ski club in the United States has had a phenomenal growth. In three years it has grown from a handful of members to over five hundred. During that period it has built two scaffolds, conducted local, Twin City, University and Northwest Ski Meets, and on February 10 and 11, 1923, the National Ski Tournament and Cross-Country races were arranged under its auspices. The result of its work has met a revival in an unusually exhilarating outdoor winter sport, not only in the Northwest but throughout the entire United States as well.

Activities began in February, 1920, in a very informal way. It was late in the season, no scaffold was available, and the beginning was simple necessarily. In spite of the difficulties, however, interest was high. A hill was selected in Glenwood Park, a "bump" crudely erected, and through local papers publicity was given a meet. The success of the first led to a second within a short time, and to crystallize the interest plans were drawn for the organization of a Municipal Ski Club under the auspices of the city's Recreation Department. Four or five officers were elected by the skiers, while the fifth, the executive secretary, was appointed by the Supervisor of Recreation. In this way, leaders in the ski sport who determined the general policies were closely allied with a municipal department whose purpose was to assist in every way possible in developing all sports for recreational purposes.

In the second year of the history of the club it secured through the Board of Park Commissioners a fifty foot slide costing sixteen hundred dollars, and while weather conditions permitted the holding of only two meets, there was evidence of great possibilities in interesting large numbers of people in skiing. During its third season, the ski sport locally "struck its stride," with a record of ten tournaments and with its best skiers taking part in twelve meets in different parts of the country, including the National Tournament at Cary, Illinois. During the season 1921-22, a total of two hundred and ninety-three skiers of Minneapolis took part in twenty-two meets with an audience of thirty-one thousand two hundred.

Skiing is enjoyed not only by a large number of expert riders who are members and boosters of the Municipal Ski Club but by many hundreds of novices—boys and girls as well as adults. The hills in the park of the city are used a great deal by skiers just learning the fine points of skiing. This invigorating sport of the original Viking king, with speed, figure and informal skating, hiking, tobogganing, ice hockey, winter carnivals, dog derbies, ice yachting, sail skating and coasting is bringing to thousands of citizens a greater enjoyment of the out-of-doors.

Much of the success in the development of winter sports is due, it is believed, to the fact that the lovers of sports have been organized into clubs by the Recreation Department. Back of the ski sport is a group of men, many of whom are not active participants, who are "making" skiing in Minneapolis and the Northwest. Mr. A. W. Myhre, now serving for the fourth year as president of the club, first conceived the idea of having the Recreation Department assist in the developing of skiing.

The National Ski Tournaments held in February were genuinely community affairs. Business men, individuals who did not themselves participate in this sport, worked hard for the success of the tournaments. Valuable assistance was given by the Athletic Department of the University of Minnesota and of the University Agricultural School. A new one hundred foot ski slide was erected at an approximate cost of four thousand dollars. Medals, cups, shields, silverware, and similar articles were purchased for prizes at a cost of fifteen hundred dollars. The tournament was insured for seventy-five hundred dollars.

Health Contests on the Playground.—Much interest has been aroused at Holstein Park and the neighborhood adjacent to it by the recent health contest conducted by Thaddeus Slesynski, director of the park, with the cooperation of the Chicago Tuberculosis Institute. Preservation of health through personal cleanliness and attention to diet rules was symbolized in an allegorical sketch presented by the children as a feature of the program of the Children's Civic Theatre. Several other health playlets were presented in the theatre and Ko Ko and Ku Ku, health clowns, caused much merriment as they disseminated information regarding health matters.

Haverhill's Stadium

Seven years ago Haverhill, Massachusetts, erected a stadium upon land owned and donated by the city. The area granted for the purpose was 8.2 acres, five acres of which are enclosed by a concrete fence. The original cost of the fence, bleachers, the grading of the field and similar operations was $31,000. Of this amount, $2,000 was raised by the Haverhill Athletic Association from the profits on the high school football games, $13,000 was contributed by public subscription and the remaining debt of $16,000 was taken over by the city in 1918 when an act was passed creating the Haverhill Stadium and Athletic Field Commission and allowing the city to issue bonds for this debt.

At the present time the stadium is controlled by the Commission consisting of five men. By the terms of the lease under which property is held, the high school may use the field at any time and has the preference in the matter of dates. At other times it may be used by other teams and organizations.

A concrete stand running the length of the football gridiron seats 4,600 people with a row of small bleachers in front that will seat 400 and eight sections of movable bleachers on the other side of the gridiron seating 1500 more. The total seating capacity at the gridiron is 6500.

Within the enclosure there is a football gridiron, a baseball diamond, a quarter of a mile running track with a hundred yard straight-away and two or three unfinished tennis courts. In 1921 a permanent covered baseball grandstand seating 1600 people was erected at a cost of $7,000. There are two locker rooms with four shower bath heads in each room and two toilets.

During the football season of 1921 the High School Athletic Association made $14,000 and turned over $12,000 of this to the Commission. The Commission has paid into the city treasury $6,000 and hopes in time to offset the $16,000 which the city is paying out in canceling the serial bonds. It is not necessary, however, for the Commission to pay back this money until it has expended the funds necessary in running the field and keeping it in good repair.

It is estimated that with the present cost of building, the athletic field could not be replaced for less than $100,000.

Reducing Delinquency*

Seattle has recently issued a report of an experiment in reducing juvenile delinquency covering the last ten years. While delinquency among children has increased in the United States as a whole since 1913, in Seattle it has been reduced by more than fifty percent.

Slums Eliminated

Mayor Edwin J. Brown says: "Seattle eliminated from her borders the slums and districts with a criminal breeding environment, and replaced them by an extensive system of intelligently supervised parks and playgrounds."

"But," objected the questioner, "other cities have followed almost the same procedure without the corresponding decrease."

Mr. Brown's answer was emphatic. "The cities of which you speak," he said, "did not follow the same procedure. Had they done so the results would have been just as satisfactory as those obtained in Seattle. They built playgrounds, but they left untouched the slums and evil districts of the city. Thus their playgrounds became distributing places for criminal knowledge. It is no wonder that juvenile delinquency increased. Seattle, on the other hand, has and is by a process of transformation doing away with the districts in which criminals are bred and replacing them with places of beauty and recreation. There is a vast difference in the two systems. The difference between success and failure!"

Playgrounds Cover 2,000 Acres

Seattle's park and playground system covers 2,000 acres distributed throughout the city. To-day Seattle has twenty-five fully equipped and properly supervised playgrounds, seventeen city parks that contain playground equipment and thirty parks without playground features.

In the late fall, winter and early spring the children continue their playground activities in four large and completely equipped community houses. There is one of these houses on each side of the city. They contain gymnasiums, swings, slides, rings and numbers of miniature cottages in which the children spend many happy hours playing house.

* From the Sun and Globe, New York, Aug. 14, 1923.

Offenses Handled Thoughtfully

When a child commits a minor offense his case is handled by the supervisor of the playground to which he belongs; but when the offense is more serious he is called to the office of Major Jackson, and there, before the Major and the child's parents, the case is thoroughly gone into. If the offense was due to ignorance or thoughtlessness the child is again carefully shown the reason for the rule he disobeyed. He is not humiliated by a scolding nor intimidated by threats of punishment, but he is shown that as a partner in the organization he is not shooting square with the other partners when he disregards or disobeys any of the rules.

In the instances where it has been necessary to turn offenders over to the juvenile authorities, Major Jackson has prepared for the information of the juvenile judge a fully comprehensive history of each case. This with a view to leniency for the offenders. Each year, however, because of the growth of the playground spirit, the cases turned over to the juvenile authorities have become fewer.

To realize the tremendous interest shown by the people of Seattle in their playground system, one should attend one of the annual plays given by the children in the community houses; or be present at the yearly playground pitching or football kicking championship contests.

The annual plays are conducted under the direction of Frank S. Giles. The plays are extraordinary in many respects, particularly from the standpoint of unusual dramatic ability displayed by the children taking part. These plays draw huge crowds from every part of the city.

The interest aroused by the yearly playground pitching and football kicking championships is state wide. The championships receive many columns of newspaper publicity, and draw spectators from all parts of the state.

The city pitching championship comes first. The contenders are the winners of district playground championships. Before large and enthusiastic crowds of parents, and boosters from the several districts, these boys take turns in attempting to throw a baseball through a small opening in a wooden box placed at regulation pitching distance.

Pitching Contests Exciting

Excitement and rivalry are at high pitch as each contender takes his place and endeavors to make a perfect score. Remarkable throws are made; dark horses appear to defeat the favorites; one by one the contenders are eliminated, until only two remain. Then the battle of the giants begins! As each boy steps to the plate to deliver the ball he is greeted with cheers. When the final ball is thrown, and the winner stands proudly before the wildly enthusiastic throng, he receives an ovation of which the mighty Babe Ruth would be proud. The distribution of the medals means more glory for the victors—and then comes the posing for the pictures that will be carried by newspapers throughout the state.

Of even greater interest is the football kicking championship, because this is sponsored by the Seattle *Times*, which makes this event a news feature while it is in progress; and each year gives a valuable and much-coveted prize to the winner.

And so, from one season to another, the children are kept interested. Swimming, baseball, football, hockey, gymnastics, dancing, singing, acting, parties and other amusements have their turn. As fast as one leaves the boards another takes its place.

The Bureau of Church Architecture in one of the leading religious denominations reports that eighty per cent of the churches seeking help in their building plans during the last twelve months asked that gymnasiums and other recreation and social quarters be provided. Two thousand churches were covered by this report. Recreation for young and old is considered necessary, is recognized as an aid to morals.

Recently Graham Taylor of Chicago said, "Anyone who helps people to have a good time without doing wrong is performing a spiritual service."

The church deals primarily with spiritual values. Though recreation will never take the place of worship, yet the church has a very vital part in the building up of adequate recreation facilities in trying to give opportunity for a more abundant life for all.

A Pioneer Club

The Steel Works Club which was opened and dedicated by the Joliet, Illinois, Steel Company in 1889 is said by its members to be probably the pioneer working men's club of any size in America.

The object of the club is to promote healthful, recreational and social intercourse between members and to afford opportunity for a many-sided development for the employees of the Illinios Steel Company, American Steel and Wire Company, and the Elgin, Joliet and Eastern Railway Company. Membership is confined exclusively to the employees of these three subsidiary companies of the United States Steel Corporation. Membership at a nominal fee of $2.00 a year carries with it all the privileges of the club, which is managed by a Board of Trustees, a Superintendent, a Board of Directors and an associate Board of Directors.

The club is housed in a three-story structure of stone containing pleasant reading rooms with more than sixty periodicals and papers, a large billiard room with eight tables, a well furnished and lighted gymnasium, handball court, a fine bowling alley, a large assembly hall seating more than nine hundred people, a swimming pool and showers, a kitchen and a large reception room.

The library provides books of all kinds for home and reference use and many technical and popular periodicals. The latest fiction is to be found in the Swedish, Norwegian, Italian, Slavish, Polish, French, Hungarian and Bohemian languages.

The classrooms are used by various classes in art, dramatics, dancing and piano and violin, all of which are conducted on a self sustaining basis by teachers who have specialized in their particular vocation.

During the season of 1922-23, fifty-one free entertainments were given for the benefit of the members. Every alternate Thursday night an entertaining as well as an educational movie show, was presented. On the alternate nights, department entertainments were given, the programs being made up of talent from the department.

Dances, banquets, parties, smokers and meetings of various kinds are held in the large auditorium. Athletics play an important part in the activities of the Steel Works Club. Basket ball and baseball teams are popular. The boxing and wrestling room is occupied every evening, as are the indoor baseball court, handball courts, bowling alleys and the billiard room. The swimming pool and showers are open at all times to the men except on Tuesday, when the wives and daughters of members may use it.

While the club is primarily a men's club, the children are not overlooked. There are gymnasium and swimming classes and a juvenile department of the library for boys and girls. Every Saturday afternoon during the winter months a junior movie show is given for boys and girls. A community sing of patriotic songs precedes the entertainment. At Christmas time, a Christmas party is held, and there are on an average six hundred children attending this program.

One of the best Child Welfare stations in the State of Illinois proved a great attraction for the foreign born mothers. Troops of Boy Scouts and Girl Scouts provide interesting and enthusiastic activities.

At the present time, there are 2,161 members of the club (men) and 1,599 complimentary members—wives, sons and daughters of members.

"We spend a tremendous amount of money every year all over the country in building new courthouses, in maintenance of courts, judges, attendants, criminal lawyers, district attorneys, prisons, wardens, keepers and all other enormous expenses connected with this work. I should not be astonished if it amounts to at least several hundred millions of dollars a year. I would like to cut this money in half and see it saved for the prevention of crime. I would like to give all the people good education, have plenty of Y. M. C. A's. and Y. W. C. A's., plenty of public baths, many free concerts, music school settlements, playgrounds, parks, recreation for the people, young and old, instruction in home gardening, good housing facilities, and many other things. Then we would greatly reduce the number of our prisoners."

Adolph Lewisohn in *San Francisco Examiner.*

Columbus Day in Boston

Constructive observance of public holidays, so as to impress their historical value upon residents and cause greater consecration to national ideals, has been the aim for the last ten years of the Public Celebration Association, a group of Boston citizens, working hand in hand with the Mayor and other city officials.

Boston citizens are beginning to testify that the new method of celebrating holidays is awakening their appreciation of the obligations and value of American citizenship.

The Association gave to Boston a city flag, and its use has gone a long way in arousing civic pride. It is proposed that a city-wide display of the municipal flag mark the anniversary on May 1 each year of the organization of the first city government.

The annual Columbus Day program included the usual participation of representatives of the various national elements that compose the population of the City—twenty-five to thirty such groups participating. Pan Americanism was emphasized by mass display of all the flags of all the countries of South and Central America.

Mayor Hylan of New York City was to have been the speaker, but his illness of course made necessary a change, and the speaker was W. P. Larkin of New York. The Mayor of each Massachusetts city was invited.

Columbus and a group of his sailors, all in costume of 1492 were impersonated by a dozen men from the Knights of Columbus. This feature was introduced last year for the first time, and strange as it may seem there was great difficulty in inducing the Knights of Columbus to produce it, but having done so, they are now very ready to repeat it. Most people who think anything about it, think the annual observance of Columbus Day in Boston is a Knights of Columbus' function. As a matter of fact Boston reports great difficulty in getting the Knights of Columbus to do anything about it for the past three or four years.

On Boston Common in the afternoon, took place the principal city program, including the arrival in parade formation of the various national groups with the escort of a Navy Battalion and Band. The rules limit the representation of each nation to twelve people, in order that any one group shall not unduly overshadow the others. Some of the racial groups were in costume.

"Columbus" welcomed each group as it passed over the rostrum in front of him. After the groups had taken their places in reserved seats, the oration was delivered, followed by a simple pageantry demonstration of the origin and the development of the "Stars and Stripes."

Immediately following these exercises was the "Sunset Ceremony" with the lowering of the flag with salute by the military delegation, followed by a review. Then the visiting mayors with the Committee assembled at dinner, ending the day's program.

A Christian Fourth of July

Indian Churchmen on the Rosebud Reservation in South Dakota planned a "Christian Celebration of the Fourth of July" and took pains to invite Bishop Roberts two months in advance, in order to make sure of securing him.

Calvary chapel stands on a hill, with a flagpole in front. At the foot of the hill is the Guild Hall, in a beautiful grove of trees. White tents of Indians from over all the Reservation were spread about this center.

An informal but inspiring Church service took place the night of July 3d, with prayers for the Church's work throughout the world. On July 4th, the bell in the tower rang at 5:30, and at 6 the church was filled with Indians for an early Eucharist. At 9, at the service of Morning Prayer, Archdeacon Ashley read the Declaration of Independence in the Dakota language, and the Suffragan Bishop preached on the meaning of Independence Day.

After this was a feast. Early in the afternoon a procession, with flags and banners of the Reservation chapels, marched to the monument erected by the Indians to the memory of the first Indian boy killed in France (a member of Calvary congregation), and there they formally declared allegiance to the flag, and listened to the Declaration again, this time in English, and to an address from the superintendent of the Reservation, the whole ceremony being simple but impressive.

Then came amusements and athletics, and in the evening there was an entertaining program in the Guild Hall, with fireworks on the hill.

So much for the Indians' idea of a fitting Fourth of July, worship, prayer, instruction, renewed allegiance, and all-around friendliness. Bishop Roberts suggests that "Americans" of later date might note and copy.

A Successful Portable Shower

The Kansas City Helping Hand Institute's portable street shower bath carries the gospel of cleanliness to the dirtiest alleys and turns their misery into fun and enjoyment. By this means thousands of children are daily given an enjoyable time throughout the summer. Its popularity is one-hundred per cent. It not only administers to the comfort of children but adults as well. Mothers bring their infants in arms and frequently include the family dog. Tired work-horses enjoy the cooling showers and often show their satisfaction by their reluctance to move out from under it.

One portable bath like the one in the illustration can serve a large territory. In two minutes it can be attached to any convenient hydrant and in full operation. During an afternoon a number of locations can be served. The bath mechanism here shown is the result of considerable experimenting. Both the distribution and the volume of water used is an important factor in its success.

The Kiwanis Club of Kansas City has become interested in extending the usefulness of these baths wherever Kiwanis Clubs are organized. The club has donated several bath machines to the Helping Hand Institute and these are distributed where they are most needed.

The city water commission and the fire department gladly cooperate in the free use of water and service. In the vicinity of fire stations firemen are detailed to turn on the water. Otherwise an attendant performs this service and directs its use.

With detail engineer's drawings showing manner of construction and kind and size of fittings required, in most any community a plumber or steam-fitter can be found who will be glad to make one for the cost of materials.

Copies of drawings can be secured from the Helping Hand Institute, Kansas City, Missouri for a nominal cost.

The Street "Swimming" Pool in Action

Progressive Swimming Tests

"The Houston Recreation and Community Service Association is using three progressive swimming tests," writes Nathan L. Mallison, Supervisor of Playgrounds. "These tests are known as the Minnow, the Porpoise and the Whale." They are as follows:

Minnow

1. Swim 20 yards
2. Execute a Front Dive
3. Dive for an object in shallow water
4. Swim 25 feet on the back

Porpoise

1. Swim 100 yards
2. Plunge 25 feet
3. Dive from surface properly
4. Demonstrate four strokes
5. Swim 50 feet on the back

Whale

1. Swim 200 yards
2. Swim 20 yards under water
3. Bring a ten-pound weight to surface
4. Tow 10 yards four ways, head, hair, cross chest and tired swimmers' carry
5. Undress and swim 100 yards
6. Break three death holds in the water
7. Give artificial respiration, describing method used

Small felt emblems, representing a minnow, a porpoise and a whale are awarded upon the completion of the required tests.

Can You Swim?

The Community Recreation Association of Richmond, Virginia in advertising the Swim Week which it held in cooperation with the Y. M. C. A. issued dodgers containing in addition to the information regarding the Week the following story.

An old story relates that a scholar who once was being ferried across a river asked the ferryman if he knew anything about astronomy. The ferryman said he did not, and the scholar sadly remarked: "One-third of your life is lost." A little later he asked the ferryman if he knew anything about geology. The ferryman said he did not, and the scholar remarked: "Another third of your life is lost." A little later the boat was upset and both of them were thrown into the water. "Can you swim?" asked the ferryman of the scholar. "Alas, no," said the scholar. "Then," remarked the ferryman as he struck out for the shore, "all of your life is lost."

The Association has issued a button to those passing the beginners' test which has the pertinent inscription "I can swim, can you?"

News from the Cleveland Playgrounds

The Playground Department of the Cleveland Public Schools is to be congratulated on its attractive little paper known as the *Playground News* which is being published weekly.

The June 30th issue of the News tells of the opening of Woodland Hills Playground—formerly a dump serving as a depository for the district refuse, through the efforts of the Mothers' Club has been converted into an attractive playground. Practically all the labor expended on construction of shelter houses and other equipment has been contributed by volunteers. The Board of Education is providing leadership.

Through the News, information is being given out regarding the weekly Playground programs. During July and August the following special weeks were observed:

July 16—(week of)—Health week. Roller skating carnival

Parades, health plays and the organization of health clubs through which each club member received points for each health "chore" he performed, comprised the program.

Roller skating events, stilt and pushmobile contests all contributed to the joy of the carnival.

July 20—Kite tournament. Home Play week

July 30—Paper flower show

August 6—Play day. Swimming meet final

August 13—Handwork exhibition, including club work

August 20—Circus

August 27—Horse shoe finals

Grand March Winning Favor

By

George W. Braden

With the increasing demand for "open position" dancing and fancy steps, the parent and teacher are frequently at a loss as to what to do. There is nothing inherently bad in rhythmic expression or dancing; it is in the way it is done and in the environment. Dancing is the best of exercise because it involves the large muscles of the legs and the trunk in harmonious and rhythmic action. In this it is decidedly advantageous over the isolated and abrupt movements of the calisthenic drill.

Dancing for children should be playful, happy, spontaneous and imitative. Forced mannerisms and teaching which eventually leads to a desire to "show off" in a solo dance should not be tolerated. Everybody loves to dance, and those who have scruples about couple modern dances, should remember that there is still available for their use a world of splendid "open position," "old time" and folk dances.

A New Grand March

The grand march can be made wonderfully attractive if used in the following way:—

Formation:—Have the couples form on the right side of the room, with the gentleman on the right, with the leading couple in front. As the music starts the leaders turn to the left (column left) and move across the back of the room. The rest of the march continues.

1. Counter March left and right (zig-zag) from the back to the front of the room.

2. The Spiral—March again to rear of room, do the spiral and reverse. (Be sure as you wind into the spiral that room is left for the reversing.)

3. Partners divide—As the company moves down the middle of the room to middle front, the partners divide and go to opposite forward corners, then to the rear and to the rear center, where they courtesy and proceed to the next figure.

4. Couples alternate—As the couples move down the middle of the room to middle front the couples turn left and right (column left and right alternately) and move to the opposite forward corners, next to the rear corners and then to the rear centre, where the first two couples (others following do the same) form fours.

5. Fours alternate—Fours march down the middle of the room and on reaching middle front the fours turn left and right alternately (column left and right) to the opposite forward corners, then to middle rear, where the fours break into two (column left and right form two.)

6. Files centre cross—Couples divide at middle front, turning left and right (column left and right) to opposite forward corners. Then the leading gentleman and lady, followed by the others—oblique left and right to the centre of the room where they cross alternately to the opposite rear corners—then to rear middle where they courtesy and form two again.

7. Twos centre cross—At middle front the two couples turn left and right alternately (column left and right) and march to forward corners, where they oblique left and right to the centre of the room, cross alternately (the leading couple passing in front of second,) to the rear corners—then to rear centre, where the couples turn left and right alternately (column left and right) and move down the room in twos.

8. The figure eight—At the middle front the leading couple circles leftward (followed by the others) to the centre—makes a wide loop (circle) rightward and completes the figure eight, again crossing at centre and proceeding to the next step.

9. Couples face and gallop—After the figure eight the leading couple proceeds to middle front, where they face each other, join hands and gallop (glide step) to the rear of the room.

10. Couples polka or change step—On again coming to middle front, the leading couple join near hands and polka step to the middle rear, where the couples turn left and right (column left and right), and continue around the two sides of the room until the forward couple meet. Here the entire company faces inward and forms a large circle ready for the "circle and chain."

To qualify as a factor in progress, one must learn to use reason unbiased by prejudice and emotionalism; must be informed as to developments in the fields of human research, and the trend of current history; one must develop individual powers, and also find that recreation which constantly replenishes the love of life.

From the Brooklyn Institute of Arts and Science Bulletin

Preparing for an Education

Professor Albert Feuillerat, a French critic, after spending six months at Yale, writes:

"It is a curious thing that the American students, capable of throwing themselves madly into battle, these born adventurers who find fierce delight in surmounting real obstacles, are almost pusillanimous when they have to engage in a struggle with ideas. That comes without doubt from their being trained to learn rather than to think."

Stanwood Cobb, principal of the Chevy Chase Country Day School and Chairman of the Executive Committee of the Progressive Education Association, commenting on this, says:

"Our preparatory schools, true to their name, are always preparing pupils for an education, but never giving it. That is why, when young men reach college, they are unable to think.

"It is like a man who works and slaves to amass money so that later in life he can enjoy travel and cultural pursuits; and who, when the moment comes, finds himself unable to change his mental habits and enjoy the culture for which he thought he was preparing. His preparation was a mistaken one. So is the preparation for higher education which goes on in our secondary schools, a preparation not for higher culture, but for habits of mental childishness which makes our college youths seem to European intellectuals babes-in-the-woods. For you can not train people during the four most formative years of their lives to learn rather than to think, and then expect them, when they reach college, to do that kind of thinking without which there can be no true education."

The Progressive Education Association has been organized to advocate that every system of education from a kindergarten to a college shall carefully measure its pupils along these four lines of development—physical, mental, spiritual, and social,—that the ability to apply knowledge with intelligence and joy to the problems of every-day life shall replace, to a great extent, expertness in passing examinations for book content alone; that education shall use more and more laboratory methods which entail greater physical and mental freedom; that in the training of teachers, the study of human nature and child reaction should have equal emphasis with methods of presenting facts.

We are hearing a good deal in these times about the rights of different groups of persons —women's rights, employers' rights, workers' rights, and so on. We rarely hear anything said, though, about children's rights. Do they have any rights? This is being very heatedly discussed just now in a city which the writer is studying. Many of the children have roller skates. Nearly every one of them has an express wagon or a Flying Dutchman or an Irish Mail. They indulge in roller skating and operate their wagons on the sidewalks at all hours during the day. It need hardly be said that they make a lot of noise. Roller skating is a noisy pastime, and riding in a cart which does not have rubber tires is even noisier. A number of citizens in the city under observation have written to the newspapers complaining about the frightful racket which the children make. They say it has become so annoying that it is impossible to secure an hour's quiet anywhere in the city. Nervous people say they are made ill by these incessant irritating noises. The police have been asked to put an end to the nuisance, but they are unwilling to proceed against the children, because they say there are no laws which make it an offense for children to skate or run carts on the sidewalks.

Some of the parents have come to the defense of their children. They maintain that since the latter have had no voice respecting their having been brought into the city, they must be permitted to live their life in a child's way. At the present writing the roller skating and express-carting are in full sway in all sections of the city, and it is not known whether or not the city officials will take any action against the children.

This is a typical problem which has to be solved sooner or later by every city of any size. Children who play on the streets of a crowded city are always a disturbing factor. They not only make noise but they get in the way of pedestrians and commerce. In some cities rigorous laws are put on the statute books compelling children to keep off the streets. If there are no public playgrounds, then they are required to play in their own

homes. Of course, they often take a chance and try to play on the streets, but they are always being chased by the police, and frequently penalties are inflicted upon them or their parents for violating the laws.

No city has ever solved this problem satisfactorily which has not proceeded on the principle that children as well as adults have rights which must be respected. These rights are just as important and vital as are the rights of adults. Adults are stronger, of course, and they have control of the resources of the city and can suppress the children if they wish to do so, but so far as justice is concerned they should not suppress them.

Does this mean that children should be allowed to roller-skate whenever and wherever they choose, and also operate their express carts and throw snowballs and roll hoops and run over lawns whenever and wherever they choose? It means nothing of the kind. When a large proportion of the adults claim that they are irritated by the noise which the children make, the latter must be restrained to some extent. Either they must indulge in their noise-making activities in certain streets set aside for them, or if this is not feasible, then they must play their noisy games at certain times during the day and not at other times. Adults who are frightened by roller skates, carts and the like might be able to work out a program so that for two hours each day, say, the children could engage in these pastimes, if during the rest of the day the adults could be sure that they would not be disturbed. But they should not be expected to submit to a regimen which makes it impossible for them to have any hour during the day when they can be free from irritation and annoyance.

Of course, the best way to solve this problem is for a community to maintain a playground in every ward, in which there are facilities for roller-skating and other activities which will gratify the normal passion of the young to make noise. Communities provide opportunities for adults to indulge their interests, and children have as good a claim on the resources of a community as have the adults.

Parents could help to reduce the friction between adults and children who play on the streets if they would put rubber tires on express wagons and other vehicles and so reduce the noise which they make. People are not ordinarily irritated by children's voices so much as they are by the metallic sounds made by iron wheels rolling on cement. No one has yet discovered how to subdue the noise made by roller skates; but one would think that parents with an inventive turn of mind would before this have devised a way of minimizing this evil without lessening the enjoyment and benefit of these pleasures. At any rate, it is the duty of parents to do all they can to solve the problem of allowing children to play freely in the city without outraging the nerves of grown-ups.

Danish Revolution in Physical Education

(*Continued from p.* 446)

but by movements that strong and beautiful bodies are built. The position can come after that, if it is picture gymnastics which are wanted.

In my gymnasium we do ten times as much movement in the same time as in the old fashioned gymnasiums. With harmony of the body as our aim we therefore first correct all faults and mend all deficiencies as quickly as possible, then develop a coordination of the mind and the harmonious body. After such a perfect foundation has been laid we are ready for anything. And so we go on to every sort of sport and recreation. It is for this purpose that we have built the fine stadium at Ollerup, which was recently dedicated in the presence of the King of Denmark and leading citizens of the nation.

The fundamental gymnastic work usually requires three of the five months winter school term, when the young men can be spared from the farms. The three months' summer school for the girls gives a like proportion to this foundation work. Then come the sports and the rhythmic or picture gymnastics, which are so beautiful to the eye.

And of course at the same time we are studying literature, history, language, physiology, how to teach others and the elements of leadership, as well as other cultural subjects dictated by the students' interests. As I have said the actual gymnastic exercises are for only one hour a day. Ollerup, like all other people's colleges of Denmark, which are a part of the great national movement for adult education, is primarily concerned with the education of the people. The

(*Concluded on p.* 479)

The Question Box

QUESTION: What are the principles which must be considered if we are to form any standard for the evaluation of recreation activities?

ANSWER by Ernst Hermann of the Playground Commission of Newton, Massachusetts:

There are undoubtedly first the physical and health values. By physical I have in mind postural values of the physical side of the activities inasmuch as they effect the symmetrical development of the human body. In a way we might call them postural values. The activities of life, the work incidental to the struggle for existence, has given man an upright carriage, and I believe that every youngster needs plenty of play on the ground, close to mother earth. Garden work is helpful, but many games can be developed which will replace some of these ancestral activities. If we can agree that playing on the ground or on the floor is good for our babies we may be able to banish the high chair, the perambulators and the schoolroom furniture during the early years of childhood. I think the Japanese are very wise in having limited furniture in their homes. I know that by getting children interested in certain games, and in getting them to play them in certain ways I give them a most valuable form of physical training for developing a fine upright posture. If it were not for the increase in the hours spent in sedentary play or schooling or occupations, our children would not develop the poor postures which exist to an alarming degree among our American youth. We know, for instance, that in what we call a "Rabbit Race," the youngsters, running on their hands and feet, get splendid exercise for strengthening the muscles of the spine and of the arches. We know that if children played more on the sand and grass and on flat ground, they would develop fine posture and depth of chest. These are some of the physical training values of games. They are a most valuable phase of the play and game life of young children, and I believe we all ought to be interested in a discussion of this phase of play.

We have furthermore the physiological or health promoting values. We should know the greatly varying effect of different activities, and that the values change greatly at different age periods. We should know that it is dangerous to so intensively interest boys and girls of a certain age that they will practice one activity to the exclusion of all-round activities. By this I mean that we should all clearly understand that although we should interest a youngster of 7 to 12 years in certain sports stimulating his heart action, it yet is very poor policy to interest him mentally to such a degree that he will overdo these strenuous pursuits. Children of about this age can do a vast amount of play during the day, but if not over stimulated by competition or otherwise they will invariably alternate intensive action with relaxation, or with play involving physical and mental change. If not unduly stimulated they will play like a young puppy or any young animal. Yet many of our play centers do not recognize the danger of over stimulation.

Again let us take some of the games which we have developed in the last 20 years, particularly where we were anxious to develop games for large groups, and where we taught certain games for the promotion of play by large numbers in restricted areas. For instance, in dodge ball we should appreciate that the size of the circle is of great importance. The size of circle should depend upon the ball employed. A ball of certain weight can be thrown only a certain distance. Unless dodge ball offers as fine organization as some of our larger sports it can only be used under pressure of expert leadership. It will not become a pastime which boys will indulge in by themselves. What is the right number of boys in a given circle? What is the form of dodge ball which boys will play at a certain age when they are interested in individual competition? How can we make dodge ball, suitable for 6, 7, and 8 year old boys and girls, lead up to dodge ball suitable for boys 13, 14 and 15? Again, could dodge ball be used for older men and women? I find that dodge ball in a certain form can be made a fascinating activity for older men. It may be of interest to note here that under certain conditions, older men (30-45) are easily interested in dodge ball when played in a form for boys who love individual competition.

Then there is always the psychological value. We all appreciate that, "The recreational value of any activity for the individual can best be measured by the degree of *mental absorption* under

wholesome physical employment." We know that the fashion or popularity of an activity has a great deal to do with the interest some people take in it. If an activity is fashionable, some people in taking it up make believe they like it and on account of its being fashionable finally succeed in getting first class recreational returns.

In considering standards of evaluation of activities we must differentiate in activities which we should promote in our educational machinery in order to develop body and mind and also form good habits for life. It is for this reason that some of us believe that a play curriculum in the schools must be given a system in order that we may develop a good all-round mental, moral and social specimen.

Surely one of our objects in playground work must be the development of sound recreational habits which will take the place, for many human beings, of physical labor. We should determine if this is really important from a physical and physiological point of view. We can then bend our efforts towards the development of activities which are at the same time attractive and mentally and socially stimulating.

QUESTION: Will you give a few suggestions in developing Biblical dramatizations?

ANSWER:

Bible Plays for Children by May Stein Soble, published by James T. White & Co., 70 Fifth Avenue, New York City, price $1.50. This excellent book contains six dramatizations of well-known Bible stories such as "Adam and Eve," "Moses in the Bulrushes" and "The Promised Land." The plays require from four to twenty-five children and are about 15 minutes in length.

The Dramatization of Bible Stories by Elizabeth Erwin Miller, obtained from the University of Chicago press, Chicago, Ill., price $1.00. This book contains eight Bible plays, among which are "Joseph," "Ruth," "Queen Esther," and "Daniel in the Lion's Den." These dramatizations are the results of actual experiments with children. Chapters on stage setting, properties and costuming together with many illustrations are included.

The Women of the Bible by Annie Russell Marble. This pageant which has been successfully performed several times, contains about 60 characters, largely women with a few men and children chosen from the old and new Testament. There are two groups: women of public life among the Jews and second, women in home life. The pageant is about one hour and a half in length and is illustrated by familiar religious music which can be sung by a chorus or as a solo. Many of the groups are posed from famous Bible paintings. Suggestions are given for costumes and music together with sources where the illustrations may be obtained. The pageant is written in simple form and quite within the possibilities of the average Bible school or church. The manuscript is in typewritten form and may be obtained from the author, #4 Marble St., Worcester, Mass. 25¢ a copy.

The Pilgrim Press, 14 Beacon St., Boston, Mass., has published several Bible stories in separate booklets (15¢ each) for use especially in young people's meetings and evening services of the church. These dramatizations, which include "The Story of Jacob," and "The Story of Job," and "The Messages of the Prophets," have been arranged by Hale and Hall.

One of the older groups may be interested in producing a more difficult play such as "The Drama of Isaiah" by Eleanor W. Whitman, obtained from the Pilgrim Press, Boston, Mass., price 75¢, postage 7¢. This play is written in poetical, Biblical language. There are three acts, nine settings, or a background of curtains may be used. There are 4 men, 5 women, 20 or more in the chorus.

Ruth by Mary Blakehorn, price 15¢ obtained from the Morehouse Publishing Co., Milwaukee, Wis. It is an elaborate and excellent mystery play having had many successful productions. There are three acts. 30 or more characters.

A beautiful Old Testament mystery play, suitable for an outdoor production is "Rebekah" by Marie E. J. Hobart, obtained from the Educational Division, Department of Missions, Protestant Episcopal Church, 281 Fourth Avenue, New York City, price 40¢. 18 or more characters are necessary. There are 3 exterior settings. Plays one hour.

The following organizations have issued most complete catalogs of religious drama:

The Educational Division, Department of Missions, Protestant Episcopal Church, 281 Fourth Avenue, New York City.

Methodist Episcopal Church, Committee on Conservation and Advance, 740 Rush St., Chicago, Ill.

The Pilgrim Press, 14 Beacon Street, Boston, Mass.

Missionary Education Movement in U. S. and Canada, 160 Fifth Avenue, New York City.

The Woman's Board of Foreign and Home Missions of the Presbyterian Church, 156 Fifth Ave., New York City.

QUESTION: Will you suggest a number of fairy or folk lore plays suitable for production by young people?

ANSWER: The following plays are especially adapted to a full evening production:

We should like to suggest that young people be encouraged to give more fairy and folk lore plays. As we grow older we appreciate more and more the value of the "let's pretend" plays. The following are especially adapted to a full evening production:

Helga and the White Peacock by Cornelia Meigs. A delightful fairy play. 8 characters, 14 to 20 years of age. 3 acts. One interior, one exterior. The story is of Helga, the little human child, stolen from earth in infancy by the Spider Woman, grandmother of all the Trolls, and kept as a drudge in the House of the Trolls. The play is beautifully written and the little volume contains many fine illustrations (photographs from the production as given by the Poughkeepsie Children's Community Theatre), also a very helpful appendix of *Hints to Producers*. Macmillan Co., 66 Fifth Avenue, New York, price $1.00.

The Peddler of Hearts by Gertrude Knevels. A full evening play including young people from the age of fourteen to twenty years, children of eight and nine playing extras. Twenty-one speaking parts and at least ten extras. Two exterior scenes. A most delightful folk play. The wicked elves who live near the village of Herzimald, have threatened to ruin the Mortals who have dared build within the borders of their home. The happiest day of the year, the one on which the beautiful daughter of the Burgomaster is bethrothed to the Prince, the Elf-King, disguised as a Peddler of Hearts, comes to the market place and tricks the people into giving up their good, wholesome hearts for gilded baubles which he sells them. Only the little Goose-Girl escapes because she has not a penny with which to buy a new heart.

Music for the songs and dances as well as detailed descriptions of the costumes are given with the play. Walter Baker & Co., 5 Hamilton Place, Boston, Mass., price 25¢

The Treasure Chest by Josephine Thorp. A fairy pageant play in which any number of children may be used. At least 25 or 30 are necessary. Especially adapted to May Day for children from nine to twelve years. Charming dances introduced. The Treasure Chest containing the gifts of the out-of-door fairies is placed by them in a forest for mortals to find, and a spell is cast over it so that it may not fall into unworthy hands. Suggestions for costumes and music including a list of suitable Victrola records accompanies the manuscript. Has had several successful outdoor performances. Old Tower Plays, 431 S. Dearborn Street, Chicago, Ill., price 40¢

The following questions were suggested by recent articles on city planning. What do you think about it?

Should a playground be so designed that "it will be perfectly evident to any intellectual observer that the playground is not a park"?—

Should anything be put in a park which does not on the whole contribute directly or indirectly to the public enjoyment of landscape scenery?

If something incongruous with the scenery must be placed in the land which is in part of a park, should there be clear recognition that such land is not a park and a definite decision made to retain only such beauty of scenery as is compatible with the efficient accomplishment of utilitarian ends?

Are parks individualistic and playgrounds communal in their appeal?

Should the design of a playground be formal and the treatment architectural? Should all naturalesque planting be avoided and the appeal to the sense of beauty be made through symmetry and order?

Is one entrance better than two on a playground?

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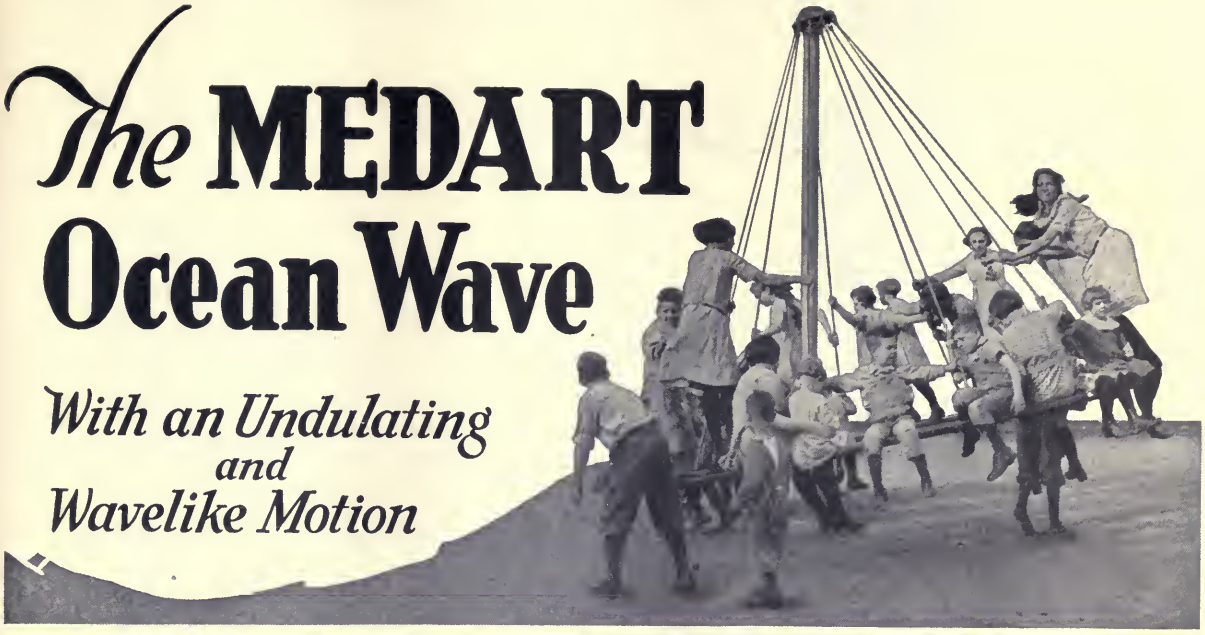

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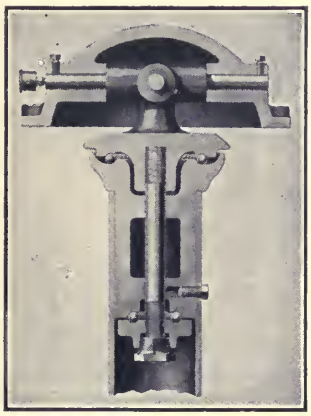

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"First it was the Base Ball only; Now we cover the World of Sport"

Is the primary purpose of park land to give enjoyment of its beauty?

A neighborhood house in New Jersey recently ordered from the Playground and Recreation Association of America the following dramatic material in addition to some recreation pamphlets:

List of Drama for the American Legion.

List of Plays for Girls' and Women's Clubs.

List of Drama for Children and Young People.

High School List of Plays.

List of Pageants, Masques and Festivals.

The Dearest Wish.

The Magic Path.

A Pageant of Girlhood.

A List of Pantomimes.

A Masque of Old Loves.

A Memorial Day Service.

Festival of Freedom.

List of Operettas for Amateurs.

The leader is planning to begin with story acting and to train the individuals using the neighborhood centres up to the point where they are willing to try a simple pageant.

A State Library Commission has sent the following order for literature to be used at a summer library conference:

50 List of Plays for Girls' and Women's Clubs.

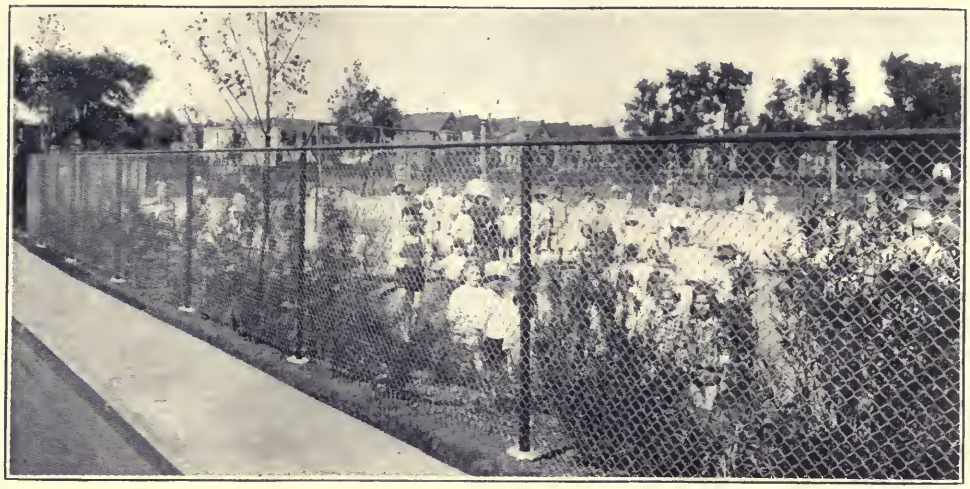
50 List of Plays for High Schools.

25 List of Operettas for Amateurs.

10 American Legion List.

An enterprising play director, in an effort to interest the mothers in sending their daughters to the playgrounds, gathered together display material to catch the eyes of the mothers. Dolls' dresses, handwork and paper materials—everything which showed that time spent at the playground was well spent—was included in the collection. He visited several of the mothers recognized as leaders in the neighborhood and asked them to visit the playground on certain evenings. With the leaders secured, a general invitation was sufficient to bring out thirty-six mothers. They were served lemonade and ushered about the place by little girls in white aprons. "Since then," says the Cleveland News, "the attendance on the playgrounds has materially increased."

You're Inviting Children to Play



You Owe Them Protection!

It is a singular thing that serious accidents to children rarely occur on a public playground, yet the annual toll on the streets adjoining these grounds continues to mount. It simply means one thing, the open playground is not safe. Children in the excitement of play will run from the grounds into the busy streets and there the accidents happen.

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The Church and Play

A significant statement prepared by the Commission on Social Service and Rural Work in the Reformed Church in the United States.

It is an established fact that play has undoubted value in the physical development of human life. There appears to be scarcely less certainty that, under proper guidance, it is of equal value in the development of important mental qualities and moral traits. Its influence consequently on character seems to be inevitable. It is a conclusion of the committee that it possesses great possibilities for Christian training as a part of the Church's educational program and spiritual purpose; and that therefore the Churches should be concerned for the play life of their people as a vital factor in the development of Christian personalities.

Moreover, there is evidence that recreation as a religious factor in the Church's program becomes also a factor in developing Church fellowship and in promoting community evangelism. Supervised play activities create a friendly atmosphere among the people, and cultivate the spirit of team work, both of which are necessary to successful Church Administration. At the same time this influence is radiated into the community and adds effectiveness to the Church's efforts to win the people of the community to Christ and the Church.

Churches seeking to utilize the religious value of play and to discharge their local responsibilities in this matter should cooperate with those community agencies that already exist rather than attempt to set up rival agencies, provided, however, that the community agencies are carrying on their work in the interest of the people and not for commercial gain, and are adequately meeting the needs of the community or are capable of doing so.

Where no recreational agencies exist the Churches should lead the way—cooperatively where possible, and, if need be, they should set up programs, putting them upon as broad community bases as the conditions may permit.

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Jas. E. Spelman — *Gartlan*

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Book Reviews

THE DEBT ETERNAL. By John H. Finley. Published jointly by Council of Women for Home Missions and Missionary Education Movement of the United States and Canada

"The eternal debt of maturity to childhood and youth" is the subject of Dr. Finley's book, in which the child comes into its own. If there were nothing in the book except the first chapter, *The Debt Eternal* would have been well worth writing, for here Dr. Finley has translated into vivid words the spiritual significance of the America "that lives in us." But there is much more than this chapter, notable as it is, and throughout the book there is a wealth of practical material interpreted in terms of spiritual and inspirational values. There is a discussion of the child in the home and the responsibility of the community and of the parent. The problem of child health is carefully considered. The place of play and recreation in the child's life is treated in a significant chapter. Child labor, its effects and methods of combating it are the subject of another chapter. In a chapter entitled "Children in Need of Special Care" important facts are given regarding dependent and subnormal children and methods of caring for them. A discussion of the child in the church brings the book to a close.

Teachers, social workers, parents—all who care for the welfare and happiness of little children should read Dr. Finley's book.

SCHOOL MUSIC HANDBOOK. By Hannah Matthews Cundiff and Peter W. Dykema. C. C. Birchard and Co., 221 Columbus Avenue, Boston, Massachusetts. Price $2.50 postpaid

Among the classes of persons for whom the authors intended this book are school superintendents, members of school boards, musical parents and citizens who wish to have a broad knowledge of school music teaching. To those we might add community music and recreation executives, since these come into close contact with school music.

The reason for this contact is stated by the authors thus: "We know that labor, physical and manual, is becoming more dignified and respected and better paid. We know, too, that working hours are becoming shorter and that people are finding themselves with leisure and with money to spend on amusement for that leisure. How this time and money will be spent depends upon the tastes of the people. What the tastes of the people shall be depends upon the habits formed in their impressionable days—their school days. How shall the play hours of the American people be spent? Education will be the deciding factor."

This volume covers the following subjects: (a) the approach to school music; (b) technical data as to the theory of music; (c) training the child in vocal and instrumental music; (d) suggestions to teachers and (e) miscellaneous matters. The last chapter is of great value to community music workers as well, since it includes practical bibliographies and lists of material for various forms of music.

Community Service is mentioned as a source of information on the music memory contest, particularly the interpretative material on the suggestive lists of music memory selections. Numbers One and Two, price $.50 each.

400 GAMES FOR SCHOOL, HOME AND PLAYGROUND. By Ethel F. Acker. F. A. Owen Publishing Co., Dansville, New York

In this, one of the most recent books on games, the purpose has been to provide a book for teachers and to include enough theory and practical information to make possible the fullest use of the book. Games have been classified according to their essential features. There are chapters on school, dramatic, singing, mimetic, tag, and hide-and-seek games, as well as on school room games, special purpose games, and bean bag, ball,

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athletic and quiet games. Suggestions for forfeits and stunts are also included. A brief outline on theory of play is given in chapters on the value of play, the discussion of age groups, and general suggestions.

THE SUNDAY KINDERGARTEN GAME, GIFT AND STORY. By Harry S. Ferris. The University of Chicago Press. Price $1.75

This very suggestive book presents a series of lessons suitable for use with very young children and designed to aid in their moral and religious development. A story chosen to illustrate a particular group is used as the ground work for each lesson. There are, for example, stories about David the Giant (Courage), about The Man Who Helped the Stranger (Helpfulness), The Little Evergreen Tree (Generosity), and The Poor Widow and Elijah (Kindness). A program of songs, games and table work is given for each lesson.

The suggestions and directions are so explicit in detail that teachers who are without kindergarten training will have no difficulty in teaching the lessons.

INDIVIDUAL EXERCISES, illustrated. National Board of Y. W. C. A., New York. Compiled by Jane Bellows. Woman's Press, 600 Lexington Avenue, New York. Price $2.00

To assist the physical director and the individual who has had a thorough health examination is the purpose of this booklet in which the exercises are carefully classified according to the conditions they are designed to correct. "The individual," says the introduction, "may use this book in so far as she is following the directions of the physician or physical director."

The illustrations which accompany the directions show in detail how the exercises should be taken.

WHAT ONE TOWN DID. Published by the Metropolitan Life Insurance Company, New York City

The Metropolitan Life Insurance Company has issued an illustrated pamphlet on the value of playgrounds with suggestions for organizing recreation. The booklet gives concrete instances of the recreational activities in a number of cities. A section is devoted to a discussion of what playgrounds have done for delinquent boys and girls.

MANUAL OF INFORMATION ON CITY PLANNING AND ZONING. By Theodora Kimball. Harvard University Press, Cambridge, Mass.

"The lack of adequate open space, of playgrounds and parks, the congestion of streets, the misery of the tenement and of repercussions upon each new generation are an untold charge against our American life. Our cities do not produce their full contribution to the sinews of American life and national character. The moral and social issues can be solved only by a new conception of city building."

Thus Herbert Hoover has pointed out the importance of city planning. And it is to supply the necessary information that will make city planning a more vital force that this book has been published. What city planning is, what it does for a city, what books and magazines to read about it, what organizations are backing it, what funds are being appropriated for it and how to launch a campaign are all discussed in this very comprehensive manual with its extensive bibliography.

CREATING THE PLAYGROUND. Everwear Manufacturing Company, Springfield, Ohio

In this attractive little pamphlet the Everwear Manufacturing Company offers suggestions for the promotion, organization, financing and equipping of playgrounds. Copies may be secured upon request from the company.

BACKYARD PLAYGROUND. Folder No. 2. Children's Bureau, U. S. Department of Labor. 1923

Have a typewriter of your own—

Have you ever thought how useful a typewriter of your own would be—a little private secretary that you could keep for your own use? It would turn your letter-writing into a real pleasure. It would help you in your business or studies at home and serve you in many ways that only you know.

The word "typewriter" may suggest a big bulky machine that is as expensive as it is heavy. But this is not true of Corona. Corona weighs but little over 6 lbs., yet does exactly the same work as a big machine. You can fold it up into its neat carrying case, take it with you and typewrite anywhere. Over 500,000 people use Corona today. All tests have proved its wonderful efficiency and durability.

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Readers of THE PLAYGROUND will be interested to know that there are now available through the Government Printing Office the suggestions for construction of backyard playground equipment which were devised by the Recreation Department of Oakland, California. Designs and practical directions for construction of apparatus make the folder very helpful.

MAIN STREETS OF THE NATION. A series of projects on highway transportation for elementary schools. By Florence C. Fox. Bulletin 1923. No. 38. Bureau of Education. Price 10c.

The Bureau of Education has outlined in this pamphlet the methods through which the child's interest in the highway, the automobile and travel in general may be used as a practical aid in his study of geography, science, civics, history and literature. Very ingenious indeed are the projects suggested to appeal to the child and create the desire for future study.

THE BOGIE BOOK and THE CHRISTMAS BOOK. Published by Dennison Co. Price 10c. each

Some suggestions for Halloween celebrations and decorations make *The Bogie Book* a very practical pamphlet. Equally helpful is *The Christmas Book* which has much to offer hostesses at Christmas, New Year, and Twelfth Night parties.

FIELD HOCKEY AND SOCCER FOR WOMEN. By Frost and Cubberly. Published by Charles Scribner's Sons, Price $2.00

In spite of the fact that Field Hockey and Soccer for Women are, comparatively speaking, new games to the American people, their growing popularity promises to assure for them a prominent place in American sports.

Miss Frost and Miss Cubberly in their book have done a very valuable piece of work in discussing concisely and clearly matters relating to individual technique, positions, team-play, indoor practice, outdoor practice, suggestions for the coach, playing terms. The book has been written first for the player and the inexperienced coach, and second for the experienced coach. The authors have kept in mind conditions in America and have presented the fundamentals of play given in form which may be used for large groups. The many clear diagrams, pictures and descriptions given are especially helpful.

THE TORCH BEARERS. A masque. Developed by the Nineteenth Community Service School and presented at the Class Day Program, September 14, 1923

Argument—In the Kingdom of Lost Talents (every community) King Kindliness (Good Citizenship) and the Princess (Love) are distressed because Selfishness and Discord hold sway throughout the land.

In a dream, the Princess sees a Shepherd Boy (Community Service) following a Gleam of Light (Service). This prophetic vision gives the Princess faith that a new day of Peace and Unity will reign. The King, when told by the Princess of her dream, sends for his Counsellors, Wordly Wisdom and Learning, who cannot answer the question as to what the Light portends and whence it cometh. The wandering Shepherd Boy appears and is recognized by the Princess who asks that he be questioned. He tells of the Light and is sent in quest by the King.

Following the Gleam he meets a child who is without the joys of life. Play and Fairies enter the child's heart and she is reborn. As the Shepherd Boy goes on his journey, the Gleam grows brighter and he meets Creed and Caste. Through Poetry and Drama he reveals to them each other's hidden talents and they are united in Brotherhood. Brighter and brighter grows the Gleam. He meets inarticulate Humanity. Music comes and gives voice to their hopes.

The Shepherd Boy finds himself back before the King who rejoices because of the miracles of Peace and Harmony wrought through Play and Fairies, Poetry and Drama, Music and Dance.

As the King knights the Shepherd Boy, the Knight of Service, he discovers the Light here in his own Kingdom. Rising, the Knight of Service forms the fraternity of the Red Circle with Love and Service united. In consecration, he sends them forth as Torch Bearers and blessed with a new Light they valiantly go forth to share.

Danish Revolution in Physical Education

(*Continued from p.* 467)

aim is to give a broad, democratic education, which does not forget the national, Christian and social sides of life. These people's colleges are the unique outgrowth of the Danish people's movement for self-expression, and therefore everything they do is a reflection of this great movement.

But most important from a social viewpoint and of interest to America, where you also have a great movement for community service, is the purpose to which this education is put. Following a course at Ollerup or any of the other four score people's colleges in Denmark, each student goes back to his community trained and inspired to become a volunteer community leader. That explains why courses in how to teach others and in the elements of leadership have been stressed in our curriculum. And here the training in physical education and in athletics comes in as the key to successful service. In practically every small district or parish of Denmark there is a Parish Gymnastic Society and a community house of some description. With these keys to the heart of the community at hand, the newly trained and inspired student, starting with training in the new principles of gymnastics and athletics which he has learned in the high school, wins a place as his community leader and soon is in a position to bring the other elements of his training into force for the cultural development of the community. Thus we have the 1200 young men and women who have been trained at Ollerup, for example, giving to 1200 communities the work which they themselves received. So it is that we now see coming steadily nearer and nearer the realization of the dream born at those distant Olympic Games, but it is now a dream not of physical perfection alone, but one which has grown to a conception of social and intellectual harmony which shall match and go hand in hand with the body beautiful.

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Town .....

R. F. D..... State.....

Play and Democracy

(*Continued from p.* 439)

course you cannot express it. You have it in your power to help fill souls from which great art will grow.

Is the social element that we are working at true art? I do not know how many of you have seen in Boston a night before Christmas celebration. It is a beautiful thing. Candles are in the windows of the houses and several choirs go about the streets singing carols. The streets are like one great room in which we all walk about as neighbors. It is a great public gathering of people in the Christmas spirit. It is the same with the Christmas plays and pageants that you are teaching people to do together. I think in a community with that sort of thing going on, where people are touching art at any point, the people will not find their lives uninteresting. Professor Sherman says the American people had two great jobs before them—the securing of political liberty and the making of the material basis of liberty; that they are two things that are very difficult; they have been done. Now to raise the statue on the pedestal. In that also I think the American people will not fail.

THE BOOK WITH A HEART

YES, JOHN MARTIN'S BOOK is all of that and more. It does for the child all that you want a real book friend to do. Twelve times a year it brings songs to sing, puzzles and games, poetry and jingles, classic tales, clean fun and nonsense, plays to act, fairy tales, nature, history, and Bible stories. There is a picture on every page. JOHN MARTIN'S BOOK holds the heart of the child.

¶ Children need no urging to attend a story hour with JOHN MARTIN'S BOOK. They beg to be allowed to read, and to be read to.

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¶ A special offer of a *THREE MONTHS' SUBSCRIPTION FOR $1.00* is made to all who mention "*The Playground.*" This is your opportunity to bring rare delight to the children whose happiness is your objective.

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In your recommendations for 1924 improvements include Cyclone Fence—the practical safeguard of children against traffic dangers. The open playground is becoming more and more dangerous with the increasing traffic. But Cyclone Fence completely solves the problem.

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Cyclone Service

Our experts will make a preliminary study of your fence requirements, offer recommendations and submit estimates of cost without obligation. Why not have these figures all ready to include in your appropriation? Write our nearest offices, Dept. 37.

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The Adoration of the Magi

A Play for Christmas

THE WAIF

By ELIZABETH GRIMBALL

"Greed" and the "Waif"

The Adoration of the Magi

Tableaux from the production in the Children's Theater, New York City

The PLAYGROUND

Vol. XVII No. 9 DECEMBER, 1923

The World at Play

State Lands for Municipal Parks and Playgrounds.—The September 15 issue of the State Bulletin published by the New York State Association and the City Recreation Committee of New York City at Albany, New York, gives complete information regarding the so-called "unappropriated" state lands which through recent legislation will be made available for park and playground purposes. The bulletin describes in detail the parcels which are available in New York City and which if developed and used for recreation purposes will add materially to the City's leisure time resources.

Child Labor.—The *New York Evening Post* of October 2, in an editorial entitled The Next Step in Industry makes the statement that fully 400,000 American children between the ages of ten and fourteen are now working in mills, mines and other industrial occupations, while more than 1,000,000 between the ages of ten and sixteen are at work. In Great Britain, on the other hand, during 1922 only 496 children under the age of fourteen made application for employment certificates, and this year it is hoped no application whatever will be reported.

The Executive Council of the American Federation of Labor in a meeting held October 1st recommended that every state and city labor organization and every local union take up the agitation for Federal Child Labor Amendment.

Will America permit a million children to be deprived of their birthright?

Physical Education Day.—Saturday, November 24th, the closing day of American Education Week was designated as Physical Education Day. In this connection Commissioner of Education Tigert issued a bulletin containing suggestions for the observance of the Day. These suggestions are very concrete, covering essay contests in the schools on health, recreation and similar subjects, a health parade and demonstrations of inter-group activities. In addition to these activities for the school children, the bulletin suggests that Parent-Teachers Associations, Chambers of Commerce, Rotary clubs and other community groups conduct programs including a survey of school health service, community gatherings and other events. Definite suggestions are offered for the study and a score card covering school health and environment is reproduced. Suggestions are also offered for programs for such cooperative agencies as Boy and Girl Scouts, Camp Fire Girls, recreation centers, Red Cross, health agencies, Y. W. C. A. and Y. M. C. A.

Copies of this very helpful bulletin may be secured from the Bureau of Education at Washington.

National Father and Son Movement.—The International Committee of the Young Men's Christian Association, which for years has been fostering the Father and Son movement, has recently published a handbook of suggestions to Father and Son committees and workers with boys which will be invaluable to those who have in charge the promotion of such programs. Every father and mother, too, should have a copy of this booklet which may be secured from the International Committee, 347 Madison Avenue, New York City.

National Father and Son Week was held November 11-18, 1923.

Better Homes for America.—The Better Homes Week demonstration held in June, 1923, the awards for which have recently been announced by Secretary Hoover, met with a remarkable response. Over a thousand com-

munities participated. Communities in every state, including small villages and rural districts as well as large cities, held successful demonstrations attended by more than two million people. In Port Huron, Michigan, which won the first prize, the house—a five-room bungalow was planned and built by high school students as a part of their regular school work. They then fully equipped and furnished this home, landscaped the ground, conducted an educational publicity campaign, demonstrated the home as a "Better Home" and sold it for a little more than it actually cost. Practically all the civic, commercial, educational and fraternal associations had a share in the success of this campaign which proved to be an education in home building and home furnishing for the entire community as well as the class in civics. The effect of this cooperative effort was expressed by one of the merchants who said, "A new life, a new soul have entered into Port Huron."

The St. Helena's Island, South Carolina, Committee, which won second prize, held exhibitions of hand work in connection with the demonstration and music, essay and library contests. In New Haven also a fine program of lectures, demonstrations and musical selections was offered.

The Recreational Requirements for Schools.—In a pamphlet entitled Organization for School Health, Charles A. Keene, director of Bureau of Health Education, State Department of Public Instruction, Harrisburg, Pa., offers the following requirements for the recreational equipment of schools and school playgrounds:

"The playground should cover at least two acres. As enrollment increases the area should be added to so that at no time is there less than 100 square feet of playground space per pupil.

"Each elementary school building should have one combination play room-assembly room for each 800 pupils, or major fraction thereof, enrolled, with a floor area of at least 40 by 60 feet, and a ceiling height of at least 14 feet.

"In every high school building one gymnasium should be provided for each 500 pupils or major fraction thereof enrolled. This gymnasium should have a clear floor area of at least 60 by 80 feet, and a ceiling height of at least 18 feet.

"For each junior and senior high school there should be provided at least one swimming pool, 24 by 60 feet, varying in depth from 3½ feet at the shallow end to 8 feet at the deep end."

A Comprehensive Program.—The Parks and Public Recreation Committee of the City Club of Chicago has included among its proposed activities for fall and winter the making of a spot map of the city showing social agencies such as parks and playgrounds, social centers, settlements, boys' and girls' clubs, theatres, picture shows and clubs of the legitimate type and anti-social agencies including cheap dance halls, pool rooms, undesirable moving picture shows and theatres. It further proposes to study laws affecting recreation in other cities to determine whether it will be advisable to introduce an ordinance leading to the establishment of a recreation commission.

The Committee contemplates a series of conference meetings with representatives of churches, schools, clubs and other agencies urging them to include in their programs talks on recreation. It will also have conferences with representatives of newspapers in an effort to secure more publicity for recreation. The Committee further has in mind the use of the radio in giving periodic talks on recreation by recreation experts. A committee has already been appointed to find out from the City Department the location and ownership of all vacant lots so that owners may be urged to clean the lots and to turn them over to the children of the respective neighborhoods for play purposes.

Dramatic Activities at Hampton Institute.—The community center at Hampton, Va., scored a great success when it presented the modern morality play *Everywoman* with a cast consisting of more than fifty local colored men and women trained by Mary Ross Dorsey of Boston. Music between the acts was furnished by the Hampton Institute Band. The dances, arranged by C. H. Williams of Hampton Institute, were very successfully given by fourteen young women.

Hallowe'en at Grand Junction, Colorado.—"It can't be done in this town," was the prediction, but more people came out to take part and to watch the Hallowe'en celebration at Grand Junction than had gathered for any public affair in five years. And everyone thought it a grand success.

Following the municipal band which led the parade came more than a dozen beautiful floats

provided by local organizations. Then came merry-maker after merry-maker gaily costumed in honor of the occasion. It took the parade half an hour to pass a given point and it was a half hour full of fun After the parade of more than 500 people had disbanded, the spirit of gaiety found an outlet in a dance. The cost of the affair was $55, $51 of which was spent for music. The money was given by local merchants, who contributed a dollar apiece. All the prizes and the material used were donated.

Children's Day at the Zoo.—A novel activity of Cincinnati Community Service program was the so-called "Kiddie's Day" program arranged by Community Service at the request of Mr. Miller, Manager of the Cincinnati Zoological Garden. The boys and girls of Hamilton County were admitted to the Zoo free of charge and before 9:00 in the morning over 500 had arrived. The program consisted of animal tours conducted by the Zoo officials, a series of games and races conducted under the leadership of Community Service in which over 2,000 children participated, and free admission to the auditorium to a program of music, story-telling and talks. It is the intention of the Association of Park Managers throughout the country to make Kiddie's Day a national event. Its first demonstration in Cincinnati is an indication of the success with which the project is likely to meet.

More Literature on Sports.—To Spalding's Athletics Library have recently been added two publications: *The 1923-24 Basketball Guide* (No. 700 R) containing the official rules codified and adopted by the Ball Committee reporting to the A. A. U., the Y. M. C. A. and the National Collegiate Athletic Association; and *The Official Inter-collegiate Soccer Guide for 1923-24* (No. 108 R) containing the rules adopted by the National Collegiate Athletic Association. These booklets are published by the American Sports Publishing Company, 45 Rose Street, New York City, at a cost of 25c each.

A Recreation Library.—Miss Rosalind Rieman, supervisor of recreation at Portchester, New York, has arranged on a desk next to her own at the headquarters of the Recreation Commission a library of material which is at the service of any interested citizens. In the center of the exhibit Miss Reiman has set up a small stage, cyclorama sets and lighting equipment ready for inspection or demonstration. About it is grouped classified material on dances, festivals, dramatics, pageantry and plays; music, games for every occasion and holiday celebrations. All the handbooks published by the Playground and Recreation Association of America are at hand together with copies of THE PLAYGROUND for recent months. Coincident with the opening of this exhibit letters were sent to every minister, school principal and organization head, extending to each greetings of the new season's activities, and announcing the exhibit and the desire of the Recreation Commission to be of service in any recreation activities conducted by community groups.

A New Superintendent of Recreation.—The town of Bedford in Westchester County, New York, has appropriated funds for the salary of a year-round recreation worker—Mrs. Margaret Tosier Badgley. Through this action it will be possible for recreation programs to be developed in the villages of Katonah, Bedford Hills, Bedford and Mt. Kisco. The winter's program will include a hiking club, choral club, art guild and a dancing class as well as winter sports and similar activities. The recreation work at Bedford will be closely allied with that of the county recreation plan being developed by the Recreation Commission of Westchester County.

Training Courses in the Drama.—Inter-Theatre Arts, Inc. will conduct its School of Acting and Production at its new studio, 42 Commerce Street, New York City, and will present its professional program of new plays in the Little Theatre next door.

The general courses offered by the School, which will be in session from November 12, 1923, to May 16, 1924, include acting, play production with instruction in dramatic expression, make-up, scenery, lighting, costuming, stage management and all the subjects entering into play production.

Miss Elizabeth Grimball will give special courses in pageantry and stage lighting. Other special courses are as follows: How to Speak in Public, Evening Auxiliary Work-Shop Course,

Stage Lighting, Marionettes, and Dyes and Dyeing for the Theatre.

Miss Helen Ford, who is a member of the faculty of the Inter-Theatre Arts school, will give a course in Play Production for School and Social Centers under the auspices of City College, New York. Further information may be secured from Dean John Klapper, 139th Street and Convent Avenue, New York.

A New Department for the Training School of Chicago.—The many requests received by the Recreation Training School of Chicago from cities and small communities for assistance in training and other problems in the leisure time field has led to the establishment of an extension division prepared to offer lecture institutes and short courses in recreation and game activities. There will also be lectures on Play for the the Home designed particularly for Parent-Teachers' groups and courses will be offered at County Teachers' Institutes and for public health nurses.

Mistress Mary.—A very delightful play for girls is to be found in the October issue of *Everygirl's Magazine* published by the Camp Fire Girls, 31 East 17th Street, New York City.

Mistress Mary, her six ladies-in-waiting—the Silver Bells and the Cockleshells, Mother Goose, the Prince, a troubadour, a footman and the Spirit-of-Things-that-Grow compose the cast. The time is May time; the place, a shady corner of a terrace. Can any more charming combination than this be imagined?

Explicit directions for putting on the play and costuming the cast are presented in a delightful manner. Copies of the magazine may be secured at 10c each.

A Pageant for Rural Schools.—To furnish a new method of summarizing history, to foster cooperation and to provide the means through which pupils and teachers may acquaint rural patrons with the work of the schools is the purposes of the Bureau of Education in publishing *The Gifts of Nations*—a pageant for rural schools. Copies of this bulletin —Rural School Leaflet, No. 20—may be secured from the Government Printing Office, Washington. Price 5c.

Free Industrial Motion Pictures.—The National Association of Manufacturers has been operating since July, 1923, a Theatrical Picture Bureau through which may be secured industrial films with an educational or informative basis; films on manufacturing processes, on work with foreign-born, safety and better citizenship. These films are suitable for general showings for churches, schools, civic meetings, community centers and industrial groups. All the films are single reels averaging fifteen minutes to the showing. The pictures are available to individuals and organizations, the only charge being the expenses of transportation.

"Thirteen'rs and Over."—Last summer Community Service at Cincinnati organized a baseball tournament for boys of thirteen years and over. With sixty-five teams entering the lists, 785 boys took part in the contest and not one of the teams failed to appear for the umpire's "play ball." The team from the Protectorate for Boys won the final championship for boys.

The traveling play kit was one of the innovations of the summer play. Baseballs, bats, masks, gloves, quoits, tug-of-war ropes and similar equipment made up the kits which were loaned to local organizations together with suggested programs of activities. In many instances, leaders were provided.

Worcester Wants More Play Spaces.—The annual report of the Board of Parks and Recreation Commissioners of Worcester, Mass., shows a rapidly increasing use of the recreation facilities which are taxing the resources of the department and bringing demands for enlargement.

The municipal golf course, the report shows, is practically self-supporting. The great interest in the game, however, is making imperative the provision of a second course. At a cost of $15,000 a community house was constructed at Vernon Hill playground. This serves as a dressing room for the children using the wading pool, the upper part of the house being used for community work in summer and as a place of meeting and recreation for the people of the neighborhood. The house is in use practically every night in the week during the indoor season.

The Board in presenting its report urges the great importance of providing more playgrounds and tennis courts and of materially increasing the appropriation.

A Successful Referendum.—As a result of the energetic campaign of the Clinton, Illinois, Chamber of Commerce the bond issue for parks and playgrounds carried at the special election by a vote of 3 to 1. Clinton will now have a park system, municipal pool, well-equipped playgrounds and a modern tourists camp.

A New Playground in Columbus.—Columbus, Ohio, reports that a bond issue of $35,000 has been authorized by the Council for the construction of a playground.

What Will Albany Do?—On September 18, representatives from forty-four local organizations in Albany, New York, came together in a mass meeting and adopted the following resolutions:

"WHEREAS, Community recreational activities of all kinds can be successfully conducted under the supervision and at the expense of city governments, and

"WHEREAS, It has been demonstrated as the most efficient and economical method of administering these activities, and as there is public demand for extension of this work in Albany.

"*Be it resolved*, That Hon. William S. Hackett, mayor of the city, be urged to appoint a committee to formulate complete plans for a city-wide recreational program, to determine the amount of budget required to carry out same, to definitely recommend which activities should be carried on at city expense, and to recommend the appointment of a permanent commission to conduct such work."

The proposed plan for recreation development includes an appropriation in the 1924 budget for $100,000 for playgrounds.

Swimming Pools in Kansas.—A recent issue of *Kansas Municipalities* tells of a number of swimming pools being constructed throughout the state. Atchison is to have a pool oblong in shape with the deepest water in a projecting square at one side of the basin. A slab 18 inches wide on top of the walls will provide a resting place for the bathers.

Chanute is to have a natatorium and open-air dance pavilion. A two-mill tax has been levied by the Minneapolis Council for a swimming pool to be opened next summer. About $5,000 will be expended in its construction and the basin will be located in the tourist camp just east of the band stand. It will be 85 x 150 feet at the base, ten feet down at the deepest point with eight-inch walls and a five-inch bottom. Dressing rooms, showers and toilets and a four-foot walk around the pool are included in the estimate. Next summer will find Plainville with a swimming pool 50 x 100 feet with a hollow tile front.

Use the Firemen!—Recreation departments and private groups conducting leisure time activities are finding very helpful the cooperation which local firemen are giving. The firemen are an exceedingly interested group of citizens and they are glad to serve.

One of the channels by which firemen are most effectively helping is through the aid they are giving in arranging for street showers and in assuming responsibility for them. This is a greatly appreciated and valuable contribution. In a few instances, fire halls are being used as neighborhood recreation centers. In one city the hall has been used to store playground apparatus. Firemen as volunteers have taught manual training and knot making. In cities where the playground is adjacent to the fire house, they are demonstrating their fitness as umpires in baseball games and other sports.

In a New Jersey city the firemen serving one Christmas as Santa Claus emissaries secured from the Board of Education the names of children who were not likely to have a very merry Christmas, raised $5,000 and provided Christmas trees in the fire stations in the various parts of the city. They bought trees and distributed them not only to the children who came to the celebration but also to those in hospitals and orphanages.

Ten Acres of Park for Morgantown.— Dr. I. C. White, State Geologist and noted authority on bituminous coal areas, has purchased and deeded to the city of Morgantown, Va., for use as a park, a ten-acre tract of woodland, ideally situated for recreational purposes. The income from a previous gift made by Mr White to the city of 1900 acres of Sewickle coal will eventually, it is believed, bring sufficient revenue to the city to maintain the park.

Twenty-three Acres of Out-of-Doors.—Mayor Victor King of Camden, N. J., and his

associates in the City Administration have taken significant and farsighted action in acquiring by purchase by the City, twenty-three acres of property known as Dudley Grange. This area, for which the City paid $114,000, is to be used for park and recreation purposes. What this property with all the opportunities it has to offer will mean to present and future citizens of Camden cannot be estimated.

Looking Ahead.—Between nine and ten acres of ground in one piece of property and in addition four lots comprising a smaller area have been purchased by the Grafton, West Virginia, Board of Education for use as a playground and as the site for school buildings which will be needed later. Next year the greater part of the property will be converted into a modern playground.

More Land for Playgrounds.—A recent gift for recreation is reported from Berwick, Pa., in the action of the heirs of the late George Sponsler is presenting the city a tract of land about a half block in size for use as a public playground and park, together with $3,000 for improving the ground.

Girls' Play Day in Oakland, California.—"Every Girl in Play Day" is Oakland's slogan. The inter-class Play Day held at Cole School, October 19, is typical of the inter-class Play Day. In addition there were five big Play Days of the inter-playground type.

The program at Cole School:

1. Posture Parade
   Grades 5 to 8 inclusive
2. Singing Games and Rhythmic
   Games by school
   Fifth and Sixth
   a. Jump Jim Crow
   b. Skippty Hop
   c. Jumping Jack
   Seventh and Eighth
   a. Jump Jim Crow
   b. Dance of Leaves
   c. Daffy Down Dilly
3. Stunts
   Seventh and Eighth Grade girls in charge of primary grades
4. Relays—Seventh and Eighth Grades
5. Organized games
   Liberty bat ball
   Kick ball
   Net ball
   Hit Pin baseball
   Long ball
   Baseball

Yes! We Have no Playground.—Miss Mabel Macomber, Chairman of the Rusurban Play Park Committee has taken advantage of the popularity of "Yes! We Have No Bananas" to help in the campaign for the purchase of Rusurban Play Park. A song sung to the tune has been sent to schools and churches in the district so that the children may make their plea through song.

Variations on Golf.—A description of Edgewood golf which appeared in a recent issue of THE PLAYGROUND has stimulated Mr. W. C. Mills, Recreational Director of Wabash Community Service, to send us a description of Wabash golf which he has devised.

"The manager of the Ford agency here," writes Mr. Mills, "gave me about thirty wooden and rubber steering wheels which were out of use because they were too small. We took out the spiders and as a result had some very fine rings. Then we made about 12 stakes—2½ feet long which we drove in the ground at irregular intervals varying from 15 to 40 feet. Each ring was numbered and each player chose one. The players tried for the stakes in regular order and each kept count of the number of throws he made in completing the course. The last stake could be the starting stake. In throwing, one foot was placed against the stake from which the throw was to be made. Various kinds of hazards were used around the course."

Playgrounds in Belfast, Ireland.—Belfast has made an encouraging start in the provision of playgrounds in the recent opening of two grounds in congested districts. In the near future additional grounds, some of them gifts from private citizens, will be established.

Mrs. Willoughby Rodman of Los Angeles who has been visiting play centers of a number of European countries was enthusiastic over the splendid layout and equipment of the ground already opened.

How Shall We Celebrate Christmas This Year

A wealth of material in artistic and satisfying celebrations was the outcome of last year's adventures in community neighborliness at Christmas time, and some of the experiences in 1922 will be helpful in planning for Christmas of 1923.

Religious Drama Impressive

In Seattle, Washington, practically every neighborhood church agreed to present a mystery or morality play or dramatization of Bible stories. The majority of the schools and clubs also prepared programs of Christmas plays. Individuals representing each group met at stated intervals to secure advice and help from the community drama organizer of Community Service in problems of makeup, lighting and costuming. The results secured surpassed all expectations. In one church the young people worked out the religious play *The Shepherds' Watch*. It was beautifully and simply done with the help of colored lights and a careful use of a tarletan background which revealed or concealed the white-robed choir as occasion required. A most ingenious grotto was constructed of discarded railway ties by a group of indefatigable young men. These rugged beams with the scattered straw about, a golden radiance within and a deep purple twilight made a most effective setting for the Manger Scene.

On a much smaller scale, but with its own beauty and effectiveness in spite of having only the crudest essentials with which to work, a little neighborhood Congregational church made use of a similar theme in pantomine as a closing feature of the Sunday evening service. The judicious use of grease paint, liners, and crepe paper, with the flowing sleeves and draped headdresses, all in vivid colors, lighting through purple and amber lights, the background of music—an unaccompanied male quartette—and finally the sincere and reverent spirit of the participants resulted in a most impressive service.

"Even the initiated entirely forgot that the kingly robes had barely been rescued in time from hungry rats and that only the clever draping of striped portieres and old capes in plain colors concealed the ravages. They forgot that the rough tunics of the shepherds were but gunnysacks, contributed by a near-by feed and grain store, and that their sandals were only corrugated cardboard. Nor did they recall that the depth and mystery of the scene were made possibly only by strategic placing of tin wash-pan 'floods' and the few protecting evergreens."

A Traveling Plan

The contribution of Boston Community Service was unusual and delightful, being a revival of the Medieval idea of the miracle or nativity play traveling over the country side. The play used was *Star Gleams*. A motor truck loaned by a motor truck corporation was decorated to represent a stable curtained off from sight during the first part of the play. Special groups of singers from churches and local organizations took part. The first performance of the play was given on Sunday afternoon in one of the parks; the second, on the evening of the city celebration on the Common. The play consisted of tableaux interspersed with carols and hymns sung by the audience assisted by special choruses.

Early Morning Carolers

On Christmas morning in Indianapolis between the hours of four and six, six groups of cornetists visited every district in the city and played carols. In addition, on Christmas Eve thirty of forty carolers visited all the hotels and the two railroad stations and sang around the tree at the park.

Seventeenth Century Bell Ringers

The Department of Recreation of Reading, Pennsylvania, started its Christmas celebration on December 18 with a program of ten bell ringers dressed in the costume of the 17th century in imitation of the old English bell ringers. Following the bell ringers came the carol singers who went to stores and theaters. Saxophone players also had a place on the program.

An All-School Christmas Celebration

At Hays, Kansas, an all-school Christmas celebration was planned and carried out by the Camp Fire Girls with the aid of a number of Scout Masters. The company assembled at the

Coliseum and at the trumpet call of the herald, proceeded to one of the buildings of the Normal School led by the Scout Masters and Camp Fire Girls wearing colorful paper hats and carrying home made lanterns. At the entrance of the building the Camp Fire Girls and Scout Masters halted and formed an aisle through which the others passed into the building where stood a glittering Christmas tree, blazing in the glory of a spotlight. When all had entered the building, the lights were turned on and the Director of the Music Department of the Normal School led in the singing of Christmas carols. The program closed with a pantomime of the Nativity given by the storytelling class. The only lights used in the pantomine were the spotlight and the church candles held by a group representing angels who stood in the background. *Holy Night* was first sung, then as the shepherds appeared *The First Noel.* Upon the appearance of the Wise Men *We Three Kings of Orient Are* was sung. The scene closed with a recessional after the audience sang *O Come, All Ye Faithful.* The caroling was continued down the street and through the town.

Santa Claus and his Reindeer

For three years the little town of East Jaffrey, New Hampshire, has had its Christmas tree hung with presents for the children and adults too. Cornetists stationed in three different places play *Holy Night*, one cornet playing the first line, the second continuing the strain. Then comes the part of the program which is of greatest interest to the children:—A horse adorned with antlers and paraphernalia converting him for the time being into a reindeer draws Santa Claus in a sleigh through the streets while he distributes to each child a bag of nuts and candy.

A Christmas Tree at New Albany

The community Christmas tree at New Albany, Indiana, had some novel features. Each child in the school was asked to string a yard of popcorn for the tree. The Woolworth Company furnished icicles and the Electric Light Company supplied two hundred colored lights. At 4:39 on Christmas Day all the church and fire bells in the city rang for five minutes as a signal for the [illegible]s to gather. Community singing followed [illegible] an hour. Typed copies of the words of [illegible]s supplied by the High School printing classes were furnished. After the community singing at the tree, the people divided into five groups, each group following a line of march under the direction of a good song leader and stopping at certain caroling stations.

The Christmas Spirit in Lawrence

In Lawrence, Massachusetts, a huge community Christmas tree, the gift of the American Woolen Company, was set up in the middle of the Common by the employees of the Park Department. Beside it stood the Cradle of the Nativity, a Syrian float awarded first prize in the Fourth of July celebration. At 8 o'clock on Christmas Eve, twenty buglers were heard from the belfry tower of City Hall; 800 Christmas carolers began to sing and on the top of a nearby flagpole the Star of Bethlehem burst into light. From three sides of the Common the Three Wise Men of the East began their pilgrimage and followed by the carolers slowly approached the Cradle of the Nativity where they enacted the scene of Adoration of the Wise Men.

Community Christmas Trees Everywhere

Of Community Christmas trees much might be written. There are few communities in America today which do not have some form however simple of a community Christmas celebration. (Information regarding the organization of community Christmas trees, celebrations and carol singing may be secured from the Playground and Recreation Association of America.) What these celebrations have come to mean to the creating of community spirit in the drawing together of neighborhood groups in common interests, and the opportunity for service which is afforded is a story well worth the telling.

As a typical community Christmas tree celebration, the program of Allentown, Pennsylvania, might well be quoted:

"Seventeen neighborhood Christmas trees and one community tree was Allentown's Christmas record for 1922—a record made possible only by one hundred percent community cooperation. The school board, the city council, the 375 school teachers, the 55 ministers, the various civic clubs, such as the Lions, Rotary, Kiwanis, Four-Square, Advertising, and the Chamber of Commerce, the industries, and many other organizations combined to make the happiest Christmas celebration Allentown has

(*Continued on page 510*)

The Toy Problem

GEORGE W. BRADEN

Teach the spirit of play. Don't smother youthful imagination. Renew your youth and be chummy with children.

Not long since, I heard a fond mother say: "I really don't know what to give my child for Christmas—she has a room full of toys and does not appreciate them. It seems as though the more I give her, the less able she is to amuse herself."

The great number of playthings in the average American home tends to confuse and excite the child and dwarf the native ability to experiment and construct. In choosing Christmas gifts for children, not only curtail the number, but see to it that they are adapted to the age of the child and are of the kind that call forth latent initiative and self-expression.

Building blocks and mechanical parts are better than elaborate and expensive doll houses and express trains; a broomstick, than a rocking horse; an old alarm clock, that can be picked to pieces and whose wheels can be used for making windmills, steamboats, draw bridges and elevators, than an expensive watch, that must be put away or smashed in the "first round;" a sand pile, than a ready-made castle and garden.

America has 540 manufacturers engaged in toy-making. "Imports of all kinds of toys and games, including dolls, during the first quarter of 1922 exceeded by 6% imports during the corresponding quarter of 1921. Should this relationship with 1921 continue, total imports this year would approximate $7,550,000. The tendency for toy manufacturers to produce toys which leave room for the child's creative power and native resourcefulness is to be commended."

You can bring your children no better gift at the glad Christmas season than to renew your youth, to be chummy, (some surprise to the children, perhaps) and to lead them in joyous frolicsome, wholesome, healthful play. Don't be afraid to unbend and even "shout a little" (what if the neighbors do object?)—throw your false reserve and assumed dignity to the winds.

THE POSITIVE METHOD IS BETTER

The negative method of disciplining and schooling children should give way to the positive constructive training. At a recreation conference, one of the younger men asked, "How do you keep the boys from punching the punching-bag as they pass it during the marching drill?" "Take it down," replied one of the older men, and everybody laughed.

We should seek to get the child's viewpoint. The following story illustrates this: A mule belonging to the village pastor was lost and everybody turned out to find him, but without success. In the evening, Sam, the village half-wit, came down the street, leading the mule. A crowd gathered; in reply to the question, "How did you find him?" Sam replied, "Well, you see, it was this a-way. I just went whar' I last seen de mule, and I thinks to m'self, 'Now, if I was a mule, whar' would I go?' and I went dar and found him."

IMAGINATION AS AN AID

The child lives largely in the "golden garden" of imagination. In this enchanted garden, chairs quickly turn to trolley cars, coaches, or dashing fiery steeds; bears and lions bite and scratch; the doctor, lawyer, merchant and chief attend to professional and business duties with proper seriousness; the butcher, the baker and the candle stick maker cry their wares; the band plays; the soldiers march; the miller grinds; the farmer plants, sows and reaps; fairies and nymphs dance and sing, and "the goblins'll get you, if you don't watch out."

The greatest experiences of the race have been in overcoming the elements and passions in nature. Muscle, brain and soul have developed in the contest against wind and wave, heat and cold, tropical jungle, desert sand and rocky mountain sides, in the struggle to provide food and shelter and covering and to protect life and limb. The child at play finds the keenest pleasure and largest development in experimenting with and overcoming and "harnessing up" these same elements.

Expensive toys are quickly forgotten for a chance to make mud pies, paddle in the water, fly a kite, climb trees, swing on the gate or slide down the cellar door, catch butterflies, grasshoppers or toads, build a hut or wigwam, test out the legs in a chase with the dog, throw stones at a mark, or make a raft.

Give the children their right to the play spirit.

The time is coming when full automatic machinery will be so common that the four hour work day will be possible.—Thomas A. Edison

Beauty And Leisure Time*

By Lorado Taft

I was asked once to write an inscription for a memorial. They wanted something on this same subject of leisure, and I devised this: "Fateful are the leisure hours. They win or lose for us all eternity." I do not know much about eternity, but I have an idea people will continue to walk in the direction in which they are faced. I cannot see much progress in the vegetating life of so many who are equipped for something better. It is pitiful to think of this in a great world of beauty and of art. It is something to know about art; it is more to know it intimately, to appreciate and feel its beauty. Even to make a study of art is much better than nothing, and one might find great joy in that. It is in our leisure hours that we express ourselves. We have a choice as how to spend our leisure time. It is choosing that makes character and affects our future.

I am supposed to speak on this subject with authority. My authority is that of the spinster who tells you all about the raising of children. I never had any leisure time in my life except one week when I had lumbago, but my life has not been lacking in recreation—which is another matter. I found my profession at the age of thirteen and since then I have never asked for leisure. I have never wished for a vacation. My recreation has consisted largely in reading on trains as I have traveled to lecture engagements, and on the ocean, and I have found great delight in these short periods of reading. Generally on these ocean trips I have chosen some language and devoted an intensive week or more to the study of that particular language.

Language and Literature as Recreation

I got into the habit of studying languages when I used to drive the cows up the road. I practiced French first on the cow and attained considerable fluency in that way, which unfortunately I found did not pass current later on when I went to France. That was one of the disappointments of my life, but still I feel that those leisure moments were well spent because although I had to have my accent polished up I had the facility that comes from being able to read a language. So it is on the road that I have equipped myself with one language after another, and one of the greatest joys of my life was to discover that I could read Italian without studying it. That was because of its resemblance to French. There is great satisfaction about that sort of thing. One enjoys it intensely. This last trip I had four books written by people connected with the University of Illinois because I want to know about our American novelists—two by Stewart Sherman, admirable books, and two by Carl van Doren, and I had the time of my life.

We Build Up to Destroy

Just four weeks ago today I had the unexpected pleasure of finding myself in the old town of Cluny in southern Burgundy. I had not expected to go there, but found it was possible and made the trip. For years I had desired to see that spot, which is one of the most impressive and yet pathetic of all in its memories of medieval life. Here was the greatest church in Christendom, this mother abbey, and it stood, the glory of thirteenth century art, Romanesque in style, superb in simplicity, until about a hundred years ago when they blew it up and made a stone quarry of it, so that today all you find of it is scattered fragments. I came upon a great door, the entrance to the church, and yonder I saw a spire standing. There is a feeling of futility in this savage destruction of something infinitely precious that depressed me. To think that humanity could build so nobly and then destroy so ruthlessly. I have stood on the Acropolis, where great numbers of people are living on the edge of one of the world's great splendors and have seen the people come out of their huts like rats out of their holes, and with no more appreciation of their surroundings than the rats themselves. I have stood in ancient Corinth and heard the story of its destruction by Rome—this great city that was the Chicago of the old-time world, splendid in its expression of the civilization of its time, and today a moldering heap of ruins on

*Address given at Recreation Congress, Springfield, Illinois, Oct. 8–12, 1923

top of which people are living who have no knowledge, apparently, of the glories of their past.

These things have filled my mind with questioning. Why is our civilization doomed to such experiences? It seems that the elements are so arranged as to produce now and then a beautiful offering, and that now and then all is swept away—this riddle of human progress in which we must believe in spite of ourselves. If the nations must submit to our inheritance in such fashion, perhaps it is not strange that we find a parallel in our own lives. When I think of the pain of education—children so eager to be out on the playground and yet so confined on school benches—at what sacrifice it is attained, and then how gaily we sweep it all away when we get through! Most of us could not pass an examination to enter the university, when we graduate. The child who builds with his blocks has the joy of the crash, but when we sweep down this fabric of our endeavor we have not even the joy of the crash. We do not see it go, nor hear it go.

Recreation in the Love and Study of Beauty

That trip this summer was a joy in the companionships it afforded, but now and then I met with an incident that showed me that our civilization is very thin. On the steamer coming home I met a young lady who had been sent abroad because of a little affair of the heart, but while in Germany she had developed another and was being taken home as rapidly. She was continuing her career on the steamer, but deigned to notice me for the moment. She said to me, "They tell me you are a sculptor. Do you know about Michael Angelo?" I answered that I knew a little. "Well, you know," she said, "he got me into trouble over there. They took me to a church to see that Moses of his. I was awfully tickled, and I couldn't help it, but I said 'Beaver, beaver,' right out, like that!" That struck me as an interesting American art criticism. She had gotten something out of her trip. And there was more to follow. "And then there was another statue I saw, by a man named Donatello—hasn't he something in the Bargello? You remember that little David? When I saw him I was just tickled to death. I just thought I'd die."

To think of this girl going over there having the opportunity of seeing all the wonderful things in Italy, and being "just tickled" in that way by these two great works of art! It was pitiful. I suppose my pity was gratuitous, but I have a great longing to share my own enjoyment of those things with others. I want this great country to be acquainted with that land of art, to know its story, to have its artists real to them, and so I speak earnestly when I say it pays to have a habit, and to find recreation in the love and study of beauty.

Getting Joy out of Your Hobby

Be it a language, be it literature, the best kind of recreation consists in doing something just as well as you can and taking pleasure in it. Something different from your daily work is so valuable, so precious. Some find it in language, some in art—there are so many things I can think of—etymology or entomology, bugs for the bugologist, the history of art or the history of your own neighborhood—they are all valuable and help a man to understand other men and to sympathize. They brighten life. I am inclined to think that every American man ought to have some hobby that involves vigorous exercise, if his daily work does not.

Doing Things with Your Hands

And then there are the handicrafts. We shall never have great art in this country until many people are doing things with their hands. How can we understand the man of skill unless we try to do some of the things he does? We should all try painting and modelling—not with the idea of becoming great artists, but to know something of the difficulties of the arts and be able to appreciate it when we meet the triumphant achievements of the great masters. I belong to a group of people in Chicago who call themselves Cliff Dwellers, and the question asked of each member before he was admitted was, "What does he do with his leisure?" I never had been so impressed with the importance of the use of leisure time as in this connection. All at once I saw the difference there is in this world in people—those who appreciate and treasure their leisure time and make the most of it, and those who remind me of a halftone I saw in the Geographic Magazine, where there was a row of Bushmen, about the hardest looking customers I ever saw, apparently doing nothing, and the caption was to the effect that these Bushmen were in the habit of sitting like this for hours at a time without saying a word. That is one way of using leisure time. We do not need to worry about Americans doing that, but still among Americans there appears to

be a lack of appreciation of the opportunities in such an employment.

Stagnation or Progress?

I remember an expression used by either Henry or William James, writing one to the other when they were boys, "After all, it is the amount of life that a man feels that makes you respect him." That might be said to apply to certain other James brothers, so far as the "amount of life" is concerned, although when it comes to "respect" there is all the difference in the world. The people who have no life in them are meaningless to us. They are like vegetables. Perhaps we might think, "if the Creator does not care, why should I?" But they are not interesting companions and we want companionship from men who are alert. There is all the difference in the world between stagnation and progress. It depends upon the awakening of enthusiasms. Responsibility is laid upon those who have the power to arouse interest and enthusiasm. That is your job.

I was asked once to write an inscription for a memorial. They wanted something on this same subject of leisure, and I devised this: "Fateful are the leisure hours. They win or lose for us all eternity." I do not know much about eternity, but I have an idea people will continue to walk in the direction in which they are faced. I cannot see much progress in the vegetating life of so many who are equipped for something better. It is pitiful to think of this in a great world of and of art. It is something to know about beauty art; it is more to know it intimately, to appreciate and feel its beauty. Even to make a study of art is much better than nothing, and one might find great joy in that. It is in our leisure hours that we express ourselves. We have a choice as to how to spend our leisure time. It is choosing that makes character and that affects our future.

Art Brings Delight

I told some of you on another occasion, I think, of my experience with the boys in France during the war, and how illuminating it was. Some of you have had similar experiences. The contrast in certain camps I visited made a profound impression upon me. I remember a great supply camp where the boys had not much to do and the reports I heard of dissipation there were discouraging. I realized that a lot of men without employment were liable to find employment of some sort; there is a great power that looks out for that sort of thing. I told you of that elderly woman whose duty it was to round up the drunken boys at night. They were splendid fellows but gave as their excuse to her that they were "so darned lonesome." They had no resources, no mental resources. I remember how different it was at Baume where the boys were studying and playing, and going to the university and where we had courses in art and where I never heard a profane word. Those boys were not trying so hard to be good, but their time was filled with delightful employment. They were so enjoying their lives that they signed a petition at the end of three months to be allowed to stay in France. It was a great lesson to me that the way to combat evil is to offer a great amount of good, attractive industry of some sort or other.

The Importance of Resting

I was told the other day about a book recently published entitled, *The Immortal Italy*, in which the statement is made that Italians think Americans are childish because the Americans do not know how to amuse themselves, that they always have to have some kind of toy, or automobile, or radio, or something to fool with. I asked what would they want, and the answer was, "They say Americans ought to learn to converse, that when a conversation is started the American runs away, that the American is not studious." That is their criticism on American civilization—or that is one of them. I think what we need is to think very clearly when we are thinking and to rest absolutely when we rest. I made a little discovery. At one time I got into the habit of worrying at night. Little things become very great at night, you know, and I began waking up and worrying over the following day, over my work, over my debts, over anything. It got to affecting me, so that I would wake up tired in the morning. Finally I said to myself, "I've got to end this. How shall I do it?" I tried counting sheep, and all those things. No good. I did not want to take a drug, so I shook my head (like this) then drew in long, deep breaths, and to my astonishment I was soon asleep. I called it putting my thoughts out of focus. I simply would not think. It has been the greatest comfort. I can stop thinking and can put myself to sleep in four or five minutes any time. I am proud of the accomplishment. I like to call up my thoughts now just to drive them away again.

(*Continued on page 523*)

Recreation and the Church*

By Rev. Charles W. Gillkey, D. D.

Chicago, Illinois

The older we get the harder it is for us to share the spontaneous spirit of youth, and the more necessary it becomes to reinforce one's life with those creative agencies that have proved in experience their power still to fertilize, still to inspire, still to create. Among all those agencies there is none more potent than of religion.

It must have been a bold committee that put together this program. Surely the committee must know that religion is the most controversial of all subjects, warranted to "spill the beans" in any pot in which you mix it, and even like a boomerang to kick back just at the time you thought you were getting it off your hands! One of our ladies on the North Side of Chicago found this out when she was trying to decide where to go to escape the Chicago Winter. She went to a Travel Bureau where she fell into the hands of a clerk whose name was Sullivan. Note well the name. He asked her how she would like to go to South America, explaining that everything there was new and interesting and quite different from things at home. "No," she said, "I don't think I want to go there. I have been told the people there are either Spaniards or Indians and not honest. And I may as well tell you of other places where I don't want to go. I don't want to go to Ireland, because I've been told it was cold and wet and full of Catholics." "Madam," said Mr. Sullivan, "suppose you go to Hell. It is hot and dry and full of Protestants."

Taking The Longer and Deeper Look

Now that is what anyone may expect when he begins to argue about religion. It is a dangerous thing to mix up in, either on a program or in practice. And the committee has gone a step farther and not only invited religion into the program, but asked a preacher to present it! Who doesn't know that of all the impractical and futile people on earth we poor preachers are the worst? Sambo found it out when he was at the front and got so scared he started to run. He ran as fast as his black legs could carry him and after he had gone what he thought were miles, all out of breath he ran into a man in officers' uniform. Trembling he asked, "Are you an officer?" "I am chaplain." "Well," said Sambo, "I didn't suppose I was as far from the firing line as that."

It is rash business on the part of your program committee, then, to ask a preacher to speak about the relation of religion to recreation And yet isn't it another of those cases where the short and the easy and the superficial look gives one result and the longer and the deeper and the truer look yields a far different result?

Suppose our subject this evening were education and religion. We Americans of 1923, looking at our fundamentalist brethren might conclude that there was some fundamental hostility between education and religion, and that there were no real relations between them. That would be the short look into a very great and deep subject. Fundamentalism—this whole matter of fundamentalism which so distresses us is, when we take the deeper look, a temporary thing which could probably be traced to certain conditions in the American ecclesiastical world in the late eighteentth and early nineteenth centuries, precipitated by the recent war. Take the longer look and things are different. Religion has been one of the great foster mothers of education. Religion kept education alive when no one else cared, and in foreign lands the Christian mission has been one of the great promoters of education and is today one of its main builders.

The Religious Impulse and Creative Expression

Suppose our subject were art and religion. We might look at the stern Puritanism of much of our American religion, at the barren churches, the careless services, the austerity which surrounds so much of our religious life, and we might conclude, feeling the lack of beauty in it all, that there was some fundmental conflict be-

*Addres given at Recreation Congress, Springfield, Illinois, Oct. 8-12, 1923

tween religion and art. But there again our temporary impression would be shallow and mistaken, for in the longer look down the centuries we see that religion has been the foster mother of art as she has been the foster mother of education; that the religious impulse has been one of the vitalizing agencies that has brought into creative expression some of the greatest capacities for beauty that the human spirit possesses.

It is that aspect, that external aspect in the longer look at human life, that lies at the heart of the profoundest studies of the function of religion in human experience that I want to discuss with you tonight. Professor Hocking, in the first hundred pages of his book *The Meaning of God in Human Experience*, points out that in nature there are two relatively separable functions—that of vitality and that of fertility. The one creates and the other applies. He shows how relatively adverse these functions are, and how in other realms of life we refuse to estimate the fertile agents in their relation to real values, but estimate them in terms of the machine. We are always in danger of estimating religion in terms of utility and of discussing practical applications and consequences. In the deeper look religion is one of the fertile, creative agencies of human experience and is to be judged in terms of the values and the life which it creates.

It is from this point of view that to-night I should like to think with you about recreation and religion. Perhaps I should say, recreation and the church. There again, on the short look we we might come to the superficial view of the real nature of the case, for American religion, like all American life, took shape at a certain, particular period in human history, and under profound influences assumed a certain attitude. The Puritan reaction toward art, beauty, play, fun, recreation was at its height when American religious thinking and action began to take form, and the influences of that "killjoy" Puritan stamp has in fact been with us all through our American life. It has been particularly notable in our American religion. Macaulay once said something to the effect that bear-baiting was considered by the Puritans sinful not because of the harm to the bear but because it was fun for the man.

Religion a Great and Powerful Recreative Force

It would be a short-sighted view to conclude that there is no fundamental and long time relationship between religion and recreation. We might say under the shadow of the moment that religion lives in northeast exposure. A great many religious folks are like the northeast coast of Scotland where there is very little sunshine and the children never love to play around the exposed points. But is the familiar idea that religion is forever taking the joy out of life a true idea? Not in the longer and deeper look into the subject. It is as false as the idea that religion and education are opposed to each other, or that religion and art do not belong together. Speaking from the longer view of history and the longer span of human experience we see that religion has been one of the great joy-bringers in human life, one of the most powerful recreative forces. It was no accident that the religion of the Old Testament expressed itself in song and in the dance. Dancing has had a varied history since then, but dancing owed its origin to the religious impulse, and thus what is historically true is true in the deeper sense, for students of all human psychology know that religion from its earliest phases has expressed itself in the dance. So it was down through the saints' days of the middle ages; and so even today in Italy and other sunny places, it is a joy bringer. That is not primitive religion, either. Nobody can open the New Testament and miss the word and the note of joy that vibrates on every page. It is an exuberant book. It is running over with vitality and energy and enthusiasm. Clement of Alexandria said of the early Christians that they could always be recognized because they worked singing, and St. Francis said that Christian folk were God's troubadours singing their way through human life to spread the joy of being God's children.

Religion is like some medicines. If you take them in limited quantities you do not get the full result. Take religion enough and get the hilarity and exuberance that it has brought to men and women all through human experience. When Edmund R. Sill, graduating from Yale, and perplexed about his religious faith, gave up his ideas of being a preacher, he wrote, "How certain questions about life do take the shine out of existence." That was the negative way of putting it. To put it in the positive way, we know that of all things that put shine into existence religion is one of the most shining, and so I maintain tonight that religion and recreation belong together by their very natures, because

religion in the deeper sense has proved itself a recreative power in human experience.

Maintaining Ourselves Against Our Own Institutions

Now, how about the church and recreation. Perhaps that is another story. I often read a little magazine, as I suppose most of you do, *The World of Tomorrow.* In an issue not long ago my eye was caught by the title of an article—*The Dangerous Necessity of Institutions.* Was the anomaly of human life ever better put than that? That the great interests of human life have to maintain themselves not against enemies but against the institutions they have themselves built up! We believe in education, and are forever dissatisfied with our colleges; we all believe in democracy, and most of us are less satisfied with our political parties; a great many people believe in religion and are far from being satisfied with the churches. I think it was George Tyrrill who remarked that if you ask a man what church he belonged to, he would tell you and then add what church he wanted to belong to. It was the same profound truth that our chairman put into memorable words in his book, that it is not so much how far we travel but how far we carry our ideals with us that is determinative.

I am not here to apologize nor to defend, nor to criticize the church. It is easy to criticize; it is easy to defend. I would point out that the problem of the church in relation to religion is like the relation between a political party and democracy, is like the relation between a college and education, in that our ideal is far ahead of our actuality. In that distant day when all the world's work will be done in four hours it is probable that your own Playground and Recreation Association will find itself by that time maintaining the necessity of doing work in the world because the people have so much leisure on their hands, and that you may be then needing a needle campaign so that everyone may have knitting enough to prevent too much damage for Satan to do with idle hands! It would be like human experience to find the Playground and Recreation Association organizing a new campaign in the interest of the gospel of work. But those who have learned to use their leisure wisely will not need so much training.

Recreation and Religion—an Effective Alliance

Let us accept the fact of the church, with her limitations and her faults and her ideals, and put it this way: that the thing you and I are after as people who are interested both in recreation and in religion, and who believe that they belong essentially together, is closer working lines, more active and effective cooperation between the church and the agencies of recreation, and that for the interest of each, for I conceive that this is an alliance in which each party has much to contribute to the other. You have a tremendous lot to contribute to us of the church. I have had very inspiring visions of what the church can do under the leadership of experts in recreation, within the last few weeks, in the South Congregational Church of Springfield, Massachusetts, and in the First Baptist Church at Evanston. And from our Mormon friends from Salt Lake City I have learned how much the recreation leadership of the nation has helped in the State of Utah.

It is not altogether a one-sided alliance, perhaps. The church is anxious about her young people. She has learned slowly that as we learn to swim in the summer and to skate in the winter, having a lesson one day a week and practice on all the other days of the week, so we build character. We do not build character on the lessons of a half-hour on Sunday unless we put them into actual operation the rest of the week. The church knows that. And so this alliance works both ways. The church may contribute, too. The church is a factor of permanence. It will be here long after we are gone, pessimists and radicals notwithstanding. It has been here a long while, and religion and its institutions will stay for a good while to come. Long after the organizations of today have been all but forgotten except for the tremendous contributions they have made, and have passed from the scene, the church will be here in her ancient role of foster mother, creative, bringing to birth and to pass in human life the values that make life rich. If that be so, the church has something to contribute in permanence and vitality to such an enterprise as yours. The church has the children—numbers of them—so many she does not know what to do with them, and she needs to be helped, and taught, and shown how better to serve them. The church has the loyalty of the people in the average American community

for we are on the whole a pretty religious folk in America. In the typical town the church bulks large and with the loyalty she commands, with the influence she has, particularly on homes and on parents, is just the opportunity for such a working alliance as we are trying to perfect in such a Congress as this between the recreation agencies and the Church, each needing the other and each having something to give the other.

Recreation and Religion Belong Together as Creative Agencies

But the deepest reason why the church and the recreative agencies belong together is one that in closing I should like to remind you of: that is that the recreative agencies in human life and the religious agencies both of them partake of that distinctive creative, fertile character of which Professor Hocking writes. You believe and we believe, recreation believes and religion believes, that a man's life consisteth not in the abundance of the things he possesses. The impulses you express and we would express are those of which Bertrand Russell has written in his book on *Political Ideals*. There he tells us that our impulses are of two kinds—acquisitive, what we learn, what we get—and the satisfaction of these impulses has its limits; and creative, that makes men produce something, the satisfaction of which is not thus limited. Recreation and religion belong to that group of agencies which have the creative impulse, therefore in the deeper essence of each they belong together and can and must and will work together. The alliance for which we plead tonight is grounded on the nature of both religion and recreation.

And may I say in closing that I take it this profound symmetry between recreation and religion has direct consequences for us who are interested in both. The leader of our singing tonight urged us to imagine that we were sixteen and seventeen years old because then we would sing better. He was simply stating a fundamental fact about human experience, which is that children play by nature while most of us as we grow older play by determination, by force, by will. We play at play. And just there is half the problem of human life. Stevenson in his book *Virginibus Puerisque* tells us how he once started to write a book which should be called *Life at Twenty-five*, but that he was never able to finish it because with the best of intentions a man could not stay at that age forever. The older we get the harder it is for us to share the spontaneous spirit of youth, and the more necessary it becomes to reinforce one's life with those creative agencies that have proved in human experience their power still to fertilize, still to inspire, still to create. Among all those agencies there is none more potent than religion.

Religion the Eternal Power of Recreation

It is no accident that the Christian religion sets up childhood as a kind of working model, and that its founder himself said: "Except ye become converted and become as little children ye cannot enter the Kingdom of Heaven." I like to think that he meant not simply the humility and docility which is common to all children, but equally perhaps the spontaneity, and the playfulness, and the sunniness of childhood; and that what He was giving the world Himself was the secret of eternal youth of the spirit—not of eternal child-ish-ness, but child-like-ness, with its humility on the one hand and its sunniness on the other hand, the capacity for enjoyment, the love of fun. That is what religion has always been able to do for individual people.

I wonder sometimes if any of us need more of that kind of personal religion. It is so easy for us who are working hard at organized play to lose the spirit of play because it is our job. And that is just a part of the problem of being a professional recreation worker, just as it is of being a professional preacher, and the only solution I know is the one to which our subject leads us back, that the real symbol of religion in human life is that ever fresh spring of living water of which the great Master of religion loved to tell, fresh every day, bubbling up for the moment of need, so that you never have to drink yesterday's water because there is more today that is fresh. So is religion in human experience, the eternal power of recreation, and that is the fundamental reason why religion and recreation belong together.

The Church and Recreation Programs*

By Carl H. Barnett

Secretary, Department of Community Relations Commission on the Church and Social Service, Federal Council of the Churches of Christ in America.

This is the first Recreation Congress I have attended. I count it a great privilege, and I take great pleasure in expressing now my appreciation of the program. I have had the pleasure of knowing some of the men in the national office of the Playground and Recreation Association, and have visited them several times. I have been very greatly impressed by the work which they are doing, the extent of the work and its importance from the view point of the office, but this Congress has impressed me far more with its significance and the great value of the work you are doing out in the field.

The Federal Council Believes in Recreation

I am fully justified in saying that the leaders in the religious forces of our country are thoroughly alive to the great opportunity of religious education presented in the recreation program as it is being worked out by you. I mean the denominational leaders. Nearly all the large denominations have what are called social service boards connected with the home mission boards, and social service secretaries, and these secretaries are cooperating with the Social Service Commission of the Federal Council of Churches, of which I am a secretary. The Federal Council, as you know, is a group of folks who are working at the suggestion and under the direction of thirty-two denominations, an intergrating force doing the things together for the denominations that could not be done well separately. These secretaries of the respective denominations at the social service conference on September eighteenth did two very important things. First, they passed resolutions to transmit to the local churches through these representatives a five-fold program, and one of the most important items of that program was the recommendation to push as rapidly as possible a recreation program. Second, they did something which shows the confidence of the churches in your movement, and that was to elect to the executive committee your Mr. Braucher and Mr. Hanmer.

Leaders of thought in the field of the rural churches such as Warren Wilson, Butterfield, Bailey, and many others have for more than a decade been voices crying in the wilderness, calling attention to the importance of churches that sit yonder on the hillside or nestle in the valleys and send their sons and daughters into the great centers of population—the importance of their taking into consideration this great need of the people for the use of their leisure hours.

A friend told me the other day that thousands of ministers are studying seriously this problem. That friend is teaching in the Methodist Episcopal Conference in Arkansas, and he tells me that six young ministers from small communities had offered their church buildings as community centers, had introduced a program of recreation and had educated the community to paying for the program out of the public funds. These ministers had themselves taken the initiative. And so all over ministers are trying to discover how to make provision for the recreation of their people. You heard yesterday one of the speakers state that there are over a thousand community churches in the country. I think he meant that these churches were mainly of the small town and country community. The community church means that the religious forces of the community have united to make a program that will meet the needs of their particular people, and always in such a program recreation has a large part. The Methodist Episcopal Church has 1,500 country churches located in communities where there is no other organization competing with them. A survey has been made and plans laid now to make them community centers, and they will include in their programs provision for the leisure hours of their people.

*Address given at Recaeation Congress, Springfield, Illinois, Oct. 8-12, 1923

City Churches are Supplying Recreation

And how about the city churches? You know quite as well as I do what is being done there. In 1915 there were 50 churches in Cleveland that developed their work into neighborhood centers and since then others have beeen added. One of them was the Epworth Memorial Church with a membership of 1,800, with full equipment, except swimming pool, that now reaches altogether 4,000 people, old and young, with recreation activities. Tonight I have in mind two city churches which I will describe briefly because I think they show what is being done in hundreds of other city churches throughout our land. One is the South Congregational Church, in Springfield, Massachusetts, the one referred to by Dr. Gilkey, where his brother is the pastor. This church spends $17,000 in the activities of Olivet Community Center with its recreation program. It includes Boy Scouts, Girl Scouts, athletic clubs, young people's activities, with suppers on Sunday nights, and during the week social gatherings and, I understand, social dancing. They have a recreation field of something like 25,000 square feet in which there is ample equipment for children under sixteen years of age. In another part of the same city is St. John's Church, a colored church, that in addition to its institutional features has a simply wonderful recreation program with two athletic clubs, and they use, instead of equipping a field of their own, the field of a school nearby, with men from the Springfield College as directors. They have a recreation farm of some 54 acres for use in the Summer time. They have a brass band, a vested choir, and a Saturday morning music school for children.

There's lots of room for games in the Christ Church Playground Center

In St. Louis 8 churches have playgrounds, 9 have gymnasiums, 11 have organized sports, 7 have play organized for children, 7 have dramatic classes, one has a summer camp and 2 have recreation farms. Most of these churches are cooperating with non-denominational agencies such as your own. In New York City the Madison Avenue Presbyterian Church has a parish house that is five stories high, with full equipment for both sexes and two paid directors and a score or more of volunteer assistants. They have two summer camps and reach 2,600 people constantly. St. Bartholomew's Episcopal Church of New York City reaches 3,500 people with its community activities. In Spartanburg they have a playground of six acres with complete equipment. And so we might go all over the country and find that the churches are making provision for their own people, for the members of their churches first, of course, but also open to all young people in the community. From Chicago to New Orleans and from New York to San Fransisco there are too many cities to name where plans are being definitely made for fuller attention to recreation.

The Unawakened Power of the Churches

In spite of these things I think we have to admit and agree with Dr. Douglass, who made a social and religious survey of New York, that the average church is marching straight ahead on the old conventional lines. Thousands of churches are waking up, to be sure, but just for a moment I want to speak of the potential forces represented by the churches of the country. It is hard to realize and appreciate the great power the churches represent. There are 243,578 Protestant churches in our country; there are 47,407, 251 communicants and 214,388 ministers. These churches offer to the people in their communities the opportunities for worship, the best of music, opportunities for service, and most of all a place to form friendships that are abiding. I have heard it said, and I believe it is true, that the church is the greatest mating institution in the world. I do not know where you found your wives, but the church is where I found mine.

It is inevitable that people who are bound together by these ties should naturally want to express themselves in social gatherings and in recreation together. It is inevitable. When the church is convinced, is thoroughly committed to the program of recreation for the community, and the need of it, there will be no hesitancy on her part to respond. I wish the church would hurry up and be won more speedily to look out of herself upon the community round about her. If it would do so in this city things would be different, for here in Springfield I find

an institution that is about the worst I ever saw, built seventy-five years ago, long before the civil war, still standing and in daily use—and that is the county jail. There are forty-two inmates there today, and the fellows in there for six months and in some cases even longer are sleeping on iron hammocks, and they are all, old and young, thrown in there together under conditions bound to send them out bitter and resentful and with the spirit that will make them elements of danger in our society. That situation is found not only in this city but all over our country, and if the churches would look out into the community and feel their responsibility

Not much fun in cold weather but—on hot days the wading pool in the Christ Church Playground Center, Detroit, is a busy place

such conditions would not exist very long. So it would be with our delinquency problem.

How Can We Hasten This Development?

My last thought is, how can we hasten the fuller cooperation of the churches in the program for the community. Doctor Dewey says that there is no demand of human nature that is more insistent or less to be escaped than that of

The girls in this pyramid are a few of the lively youngsters on the playground

recreation; that the idea that this need can be suppressed is fallacious, and that the puritanic tradition which disallows that need has resulted in an enormous crop of evils. I think the church is beginning to see this and can be led to see it very rapidly if approached in the proper way. I think in the first place, that one should have a sympathetic view and understanding of the church. That has been touched upon this evening. We should realize that the church has roots that are very deeply implanted in the hearts of the people. By conferences with church people and ministers in the community very much is done towards bringing about understanding. Cooperation is impossible until you recreation people and the church people do understand each other. A very good illustration of cooperation came to my knowledge the other day; it was this suggestion, that you have a baseball game between the Knights of Columbus and the Ku Klux Klan, with a colored man for umpire and a Jew for scorekeeper.

If I were a recreation worker I would take advantage of every opportunity offered to speak to church gatherings of the great value of my own work. In Huntington, West Virginia, the director of recreation has a board of twenty-one men which includes a representative of every religious faith in the city. I do not know that that would be necessary in every city, but it shows that he is attempting seriously to enlist the churches of that city in community work. The recreation worker is helping mightily to enlist the church when he helps the church with its own problem. Unless someone does teach the leaders of the church how to conduct social gatherings and put on a recreation program they can be very dull and uninteresting affairs. One recreation director reports that a great deal of his time is given to organized groups which in the beginning had not the ability for some reason to conduct their own recreation activities successfully, but as a result of his meeting them in a cooperative way have become able to do so and to carry on their work as a separate community service. The recreation worker, if of the type of men and women which I feel makes up this congress, can expect that the church will cooperate with him where he is working in his own community, for when one comes and presents a cause that has so many and so significant and important elements bearing upon the same great objective which the church has in mind as this group has, you may expect to find a hearing and you may expect definite results.

I shall close by reading to you a short passage from the book by Dr. William Adams Brown entitled *The Church in America*. He says, "One of the most significant signs of the times is the new interest in organized Christianity. By this it is not meant that we are experiencing

(*Continued on page 519*)

"America in the Making"

By Sarah Dorothy King
Council of Women for Home Missions

Down in Maryland and Delaware in the crowded camps where many seasonal workers in the canning industry live, there are children who have never learned to play. Whole families of children too young to work loll on the doorsteps of their one-room shanties, too uninterested even to play games. An older boy or girl jiggles the youngest to keep it quiet; and the others scuffle, perhaps, or swear at one another. At best, their activities seem to center about the railroad track and the most dangerous machines in the cannery. The more adventurous boys alternate between fighting and neighborhood foraging.

Finding the Important "Something"

Obviously there is need for something to interest and at the same time help these children, and four years ago the Women's Boards of Home Missions, through the Council of Women for Home Missions, set about finding that "something." The greatest problem to be met was the temporary character of the work. Where the people move as the season progresses lasting impressions are hard to make. But the Boards were not easily balked. In 1920, the first year, they established stations in four centers where the packers welcomed them.

A Cooperative Undertaking

The work was begun and has continued on a cooperative basis, the owner of the cannery furnishing the building and janitor service, the Boards providing the bulk of the budget for salaries, equipment and running expenses, the community supplying minor needfuls, frequently through a local committee, and college girls furnishing the personal service. The house is one built especially by the owner, a building already on the grounds, or the nearby rural schoolhouse. When the owner puts up a special building, there is a roomy screened porch, a nursery and kindergarten room, a bath room equipped with toilets, tub, and showers, and a good kitchen.

There are three distinct types of stations: the cannery with absentee ownership and a local manager, the cannery whose owner lives nearby, and the truck farm community where the produce is shipped fresh to market. The nationalities served so far have been Italian, Polish, Lithuanian, and in 1923, Negro. Usually a cannery employs one nationality only during a season, but at the station where I worked in 1923 there was a mixed group.

The work has been so successful, in spite of the newness and problems of the venture, that gradually more stations have been started. Thus far they have been established in nine communities.

How It Works

Three workers are sent to a station: an executive who usually also has charge of the Day Nursery and First Aid, a Domestic Science teacher and a playground teacher. Each, however, finds she is called on for everything as the days pass, especially the one in charge of First Aid who has the physical well-being of the whole camp under her care, adults as well as children. Many are the hurts and illnesses needing treatment.

There are usually from twenty-five to fifty children at a camp. Sometimes, there is no room on the cannery property for a playground. The buildings may be right along the railroad track—the only place the children have to play—and when the workers arrive, they find them sitting on the ties.

After the first diffidence has worn off, the workers are met every morning by shy children coming part way to meet the teachers. Little "big sisters" stagger under the weight of two-year-old babies, boys drag little toddlers and a whole troop of dirty urchins from three to eight years of age plod along beside. As the little procession marches down to the pavilion, it gains confidence with chattering, recruits begging to hold the flag, to help teacher, to get water—anything to attract attention. Each is assigned a job to do all by himself. Some sweep the porch, others kill flies. A few bring the kindergarten chairs out on the porch. One puts up the see-saw, another drags out the cot, and a third goes for drinking water. The "little mothers" with wee baby brothers and sisters sit down to rock the little ones to sleep while

some of the older girls fix the baby baskets for the day. All this goes on while the workers are preparing materials for the day's activities.

The Day's Play

As soon as everything is settled, the playground teacher summons all with her whistle and the day's program begins with the question: "What kind of boy or girl holds the flag?" Each child has a chance to make a suggestion such as, "A boy who doesn't swear or fight!"; "A girl who does the dishes;" "Someone who always smiles," "Someone who takes a nap nicely;" "A boy or girl who minds the baby well." The child who had, on the day before, fulfilled the greatest number of requirements that the children themselves had volunteered is chosen to hold the flag. Even the smallest tot learns to say and understand:

The red, the white, the blue;
Be good, be pure, be true!

All pledge allegiance to the flag, then everyone sings, *My Country* with much gusto, standing very straight and tall.

After that comes *Good Morning to You* with

The upper floor of a barn in Stewartstown, Pa., was transformed into a room for the work and play of the Lithuanian children there for the season

every one smiling just as hard as he can. A short prayer with an explanation follows, and then a children's hymn followed by a Bible story and its impromptu dramatization or by the learning of Scripture verses. Thus the day starts with a clean ideal of Americanism, and a little conception of something higher than the sordid plane of their everyday lives. Then every one sings to his heart's content, *Little Fiddle*, *I had a Little Pony*, *I Love Little Pussy*, and other nursery rhymes. Before separating into groups, the teacher leaves one thought with them to remember all day. "I will remember not to fight," "I will remember not to swear," "I must be careful," "Smile, smile, smile," "Try to help someone," are all very familiar before the summer is over. At any time through the day the children may be called on to give "the remember," and results show very soon.

Next comes group work and the "clean up." In a group by themselves the kindergartners make cut-outs, colored with crayons, and draw wonderful pictures. The boys have their manual training during the first hour. They make very creditable kites that really fly, picture puzzles, checker boards, doll houses and

Educational and recreational work with the colored children in Hurlock, Md., went forward hand in hand under the leadership of the Council.

furniture, a hobby horse that rocks and raffia baskets. Meanwhile the babies are being bathed and dressed in clean clothes, and then rocked to sleep by the older girls under the direction of the hygiene worker who gives talks and demonstrations about the care of little ones, proper food, clean clothes and regular hours. As soon as the babies are put to sleep, the girls start their sewing classes. The group at the kindergarten table breaks up, some being bathed while others play with the toys in the nursery. As soon as possible the older boys and girls clean up.

By this time it is almost noon. All except those who are to have the privilege of helping are sent out on the porch or slippery slide and teeter board while lunch is being prepared.

Reluctant Sleep

Simple hot lunches such as the children might show their mothers how to have at home are prepared and served by the older girls under the supervision of the domestic science teacher. When the tables are set, the whistle calls everyone to lunch; grace is said or sung, and the

business of eating begins in earnest. Table manners, thoughtfulness for others, and proper food are the subjects of little talks while the children eat. These are in the form of stories rather than sermons and are very much enjoyed. After the "excuse me, pleases" are over comes the most terrible ordeal of the day. Everyone takes a nap! Twenty-five or thirty children lying on the floor just as close together as possible, with their eyes tight shut in an effort to please the teacher and go to sleep—incidentally to win the reward of three chocolate buds—is a sight to tickle almost anyone's sense of humor. But a tired girl with a just-awakened baby on one arm has no sense of humor. She simply rocks and rocks and draws out story after story of the Green Forest people. If Mr. Burgess should by any chance read this article, it should give him satisfaction to know that every day I put to sleep at least twenty children, all at one time, to the tune, as it were, of his "bedtime stories." They work like a charm.

During the blessed interlude of sleep the workers get a minute to catch their breath before they start again with new energy when the children awaken fresh from their nap. The little ones are allowed to amuse themselves as

The joy of accomplishment is in the faces of these Polish girls in Vale Bel Air, Md., as they learn to sew for themselves.

they wish, indoors or out. Sewing classes begin again, and at this time the little boys usually sew too. They love to work on beautiful yellow beanbags, and some even make for their babies cunning aprons with "bunny rabbits" on the pockets.

Cleaning up

At four o'clock all work is put away and the house is cleaned up. Someone has charge of the crayons; other children pick up the scissors, beads or blocks. Everyone helps dispose of the scraps of paper, while one little girl sweeps. The boys close the windows; the girls scrub the tables and bring in the towels from the line. When everything is ship-shape and all the playthings and supplies are put away, the house is locked with great formality, at about a quarter before five, and everyone hugs the teachers "goodbye."

For the Tiniest Ones

The day nursery needs special mention. In the station where I served, four very small babies were brought every day, and seven or eight little ones who were just beginning to walk. A warm bath did much to make them pretty, zinc ointment on the raw parts of little bodies, together with regular feeding and plenty of sleep unmolested by flies, improved their tempers. They grew fat and smiley instead of crying all the time. They soon learned who was "boss," and gave up their spoiled tricks and were "precious." The older children, too, learned the same lesson: little people had to pay for everything, even for the play house, and the way to pay was by being good! One young mother told the workers that since her little Billy had been coming to the kindergarten, he had begun to mind her "just fine." That was a proud moment for us!

Swearing, fighting, and lying were major offenses. The first was punished in the old-fashioned way, by having one's mouth scrubbed out with soap. One pretty little girl, however, once took us quite off our feet by remarking at the end of the performance, "Miss Dorothy, you forgot my back teeth!" "I will remember not to swear" helped a great many children not to incur the penalty; and its twin, "I will remember not to fight," coupled with gentle reminders with a hair brush behind a closed door, cured the fighting. The punishment for lying was public shame, a punishment that needed to be applied but once.

The Older Children Have Their Fun

Sewing classes in the evening for the older girls, and manual training for the older boys remedied another evil of the camp life, the lack of clean recreation for boys and girls of 'teen age. After working in groups for an hour, they united for an hour of games and a wholesome frolic. Several evenings during the season a community meeting was held for the fathers and mothers

(*Continued on page 522*)

A New People's College

Every worker in human welfare is often poignantly grieved at seeing some of his most loyal helpers fall short of their best careers for lack of adequate schooling. They need an understanding of their social relationships and a cultivation of the tastes and feelings that would tap the resources for their best successes. Much as they may desire the four-year college experience, it is too remotely expensive in time and money for many of them. Courses of home study lack the inspiring comradeship of teacher and fellow student, and to be effectively completed they need a prodigious amount of will power. So, for almost no fault of their own, many of these promising young men and women go without self-knowledge or self-guidance into their half-careers. The lights of a few bright recompenses, (socially valuable as they are) throw up the somber background of their deprivations.

For such workers has been established a non-sectarian co-educational folk school, Pocono People's College. The college will complete its work in world literature, history, science, community life and recreation leadership in four months—the real graduate will be working ever after in the plan of study he has evolved in his school course. High School certificates will not be required for admission. Instead of examinations there will be psychological tests which will aim at finding the reactions of the students to the college courses and at the end of the course offer the graduates some suggestions for vocational and avocational guidance. The teachers have been chosen not only for their qualifications of schooling but for the inspiration they can give the students to form habits of inquiry and insight of their own. After the periods of lecture and discussion the recreation hours will come, filled with outdoor sports and indoor activities. These will not be merely hours of relaxation but times to learn many rich forms of recreation and to acquire training in recreation leadership for home and community service.

It is intended that the men and women shall leave the school not only with a more sensitive consciousness of their privileges and responsibilities in a growing society, but that they will have in the recreation experience and training a definite equipment for social service in their home communities. The students are to leave the college not only with keener senses but with a well directed plan for their continued self-culture. It is not likely that the school will send its graduates back home too good to return to the jobs they left. Many of them rather will feel that they were before not good enough for their jobs. These aims for more finely balanced lives, for happier, harder working men and women express in part the spirit and hopes which have moved the founders of Pocono People's College.

Dr. J. K. Hart, editor of *The Survey's* Education Department, is Chairman of the college corporation. George D. Pratt, Jr., National Secretary of The Student Forum, and S. A. Mathiasen, formerly field representative of Community Service, Inc. and now Director of the new college, are other members of the corporation. The faculty which has gathered about Mr. Mathiasen, the Director of the school, include Dr. Hart, who will head the Department of Community Life, Miss Elizabeth Burchenal, formerly with the Playground and Recreation Association of America, and at present head of the Folk Dance Society of America; Frank Harley Smith, form-

(*Continued on page 508*)

Teaching Life Recreational Activities

By H. Ambrose Perrin

Superintendent of Schools, Joliet, Illinois

The teaching of life recreation activities has been injected into the physical training program of the Joliet City Schools. This is done upon the assumption that physical training should not only provide for direct and correctional exercise during the growth period, but should also teach certain types of activities which will continue to function during adult life.

One of the particular principles involved in the developing of this type of instruction is that games of a distinctly national type shall be given actual instruction during regular school periods. Not only is it the aim to have certain individual recreational activities developed for permanent usefulness in the life of the individual, but to guarantee a knowledge of the rules of the game and the spirit of national sports. With this in view, it has been thought that there is a perfect justification in assigning some of the old type physical exercise periods to the developing of information and participation in activities which will function longer than just during the school life period of the individual.

It should be stated, however, that this injection of life recreation activities does not in any way detract from the usual direct physical exercise of a gymnasium type which must find its legitimate place in the schools. It is probable that some of the activities with larger viewpoints are substituted for the old type childhood games that pass very quickly with the development of the individual. Something of the nature of these life activities developed through an outdoor program may be suggested by taking a cross section of the work planned for some particular grade; for example, seventh grade boys. During the early fall soccer, tennis, horseshoes, hiking, and bicycle riding are emphasized. During the winter, basket ball, mass athletics, volley ball, dodge ball and indoor baseball receive emphasis. During the spring baseball, tennis, relays, hiking and bicycle trips again receive emphasis.

Running through the entire year there is an efficiency score which provides for recognition of the participation. A score sheet has been developed which gives individual scores, the record extending throughout the entire school year. Appropriate room, building, grade and individual efficiency prizes will be awarded on the basis of points. This provides a definite point score for each individual. He is not only competing with others but with himself. Each school and each room is competing against itself as well as against others. A few individual trophies of distinction are awarded individual prowess over a period of years.

A definite program is also outlined for the girls of each grade. In many things this program coincides with that of the boys but it is made particularly to fit the needs of the girls at the particular age and is sufficiently differentiated to constitute an entirely separate program.

Something of the significance of this type of thing may be seen in the fact that on a single evening there were sixteen soccer teams playing on the various school grounds. In three weeks more than 600 children were taught how to play tennis. Bicycle trips and hiking trips, purely voluntary in character, take place every Saturday and holiday.

It should be stated that such a scheme of developing life recreation activities is made possible in this locality by the assistance of a well defined physical training department. Some thirty special physical training teachers, under the direction of the supervisor of the department, make it possible to carry on a forward-looking program and keep very accurate records. A second factor is that of the very ample provision for playground and recreation space; one grade school in the city having a playground of nineteen acres.

Another factor which should be mentioned is that under the Greater Joliet Recreational Bureau Plan its director is automatically the director of the physical training and recreation in the public schools. This brings almost every facility of the city under a direct cooperative management which is conductive both to homogeneous efforts and to a classified type of results.

Wolf! Wolf!

By Edward F. Brown

Keeping the wolf from the door is no longer an inspiration; it is a disgrace, at least in Santa Barbara, California, where instead of being subjected to a campaign of extermination, this much abused quadruped is cultivated as a civic asset—especially the cub.

As a matter of fact, through careful nurturing, eleven Packs of Wolf Cubs exist in Santa Barbara and—hold your breath!—chiefly in connection with the Schools, where they have the use of playgrounds and assembly halls in bad weather.

Of course, they are bipeds, the cubs to which we refer, and are all, except the Old Wolf, between eight and twelve years of age. Even the Old Wolf is as young in spirit as the youngest of the pack.

On top of a hill in the mountains that fringe the Santa Barbara coast line, there is a beautiful house. From its portico one gets a vista of the mountains as they dip into the sea. One can see the rolling hills for miles, and the restless waves as they play about a peaceful shore. It is on top of this hill that the Old Wolf lives in the person of Mrs. Frederick Forrest Peabody, whose social vision is even broader than the topographic vision one gets from her threshold.

It is under her inspiring leadership, and because of her love for children that we are permitted to call her the "Old Wolf," for that is her official title. In a more poetic moment we like to refer to her as "Akela," which is the same thing.

If the traditional reputation of the wolf is ever to be changed, credit will be due the organization of Wolf Cubs. These Cubs deserve anything but the doubtful fame of being carnivorous quadrupeds. There is nothing crafty, rapacious, ravenous, cruel or cunning about them, unless we say they are sound in body, crafty with their hands, and ravenous for the fair sports of the field.

The Fur This Cub Bears

The Wolf Cub is an embryo citizen who soon learns that loyalty to his pack is the first step in loyalty to his community, his state, his nation, and the ideals of citizenship. Young Scouts, not quite old enough to join the Boy Scouts, are called Wolf Cubs for the reason that a Wolf Cub is a young wolf, Scouts are called wolves, and young scouts therefore called Wolf Cubs.

In the western prairies the Red Indians were a nation of scouts. Every man in the tribe was a good scout; nobody thought anything of him if he wasn't. Consequently there was great rivalry among the young braves as to who excelled in Scoutdom, and those who were superior earned the nick name of "Wolf" and Wolf was a title of distinction meaning a real good scout; that is, he was brave and strong and risked death without a murmur to perform his duty; could

find his way over strange country, and look after himself, light his fire, cook his food, follow the trails of beasts and men, see without being seen, and above all he was helpful and kind to women and children, just as the Knights of old, and always obedient to his Chief. And these ideals are the ideals of the Wolf Cubs.

Self-Reliance

It was said of three Generals in the Russian Army, that when they went on a camping trip, accompanied only by a chauffeur, who also acted as cook, when the chauffeur died of heart failure, the three generals died of starvation! They knew nothing about cooking or caring for themselves. Moral: There should be a couple of million Russian Wolf Cubs. Had these distinguished gentlemen known less of the arts of military organization and more of the arts of life they might have survived.

A Realm of Make Believe

Too soon life means the facing of hard inexorable facts. These are not of our own making or liking, and it becomes necessary to keep one's balance frequently by "making believe." Of course, we were not intended, as Joseph Lee aptly remarked, to be mechanical, industrial automatons. Man is primarily the hunter, the fisher, the poet, the artist, and the refuge from our misdirections in life is in a "Land of Make-believe"—We all live in it, or should. As a matter of fact, how many of us when abed, recite in the security of our solitude the great oration we will deliver at some Parent-Teacher Association or some other minor occasion; find ourselves the heroes of great contests; garb ourselves in the robes of a Prince or Princess, always saving ourselves from ourselves by the magic wand of the mind.

The Wolf Cub does this openly—with the courage that mature people lack, and with the encouragement of mature people who have vision.

Wolf Cubs have promises and laws to make and obey, and the passing of tests—just as the old Knights swore fealty to an ideal and entered the lists for some fair lady's favor, or a king's reward. There are the games which give fiber to the muscles and dexterity to the limbs, and there is a great deal of the make-believe of which we spoke.

The outdoor program is fascinating. A pack of Wolf Cubs will spend a day in the woods or on the mountains, learn how to build fires for camp and cooking, cook their own meals, build shelters and beds, learn the rocks, the trees, the flowers, the stars, make friends with the birds and animals of the woods; just as a good scout should.

The Cub's Promise

The Cub's promise is as beautiful as it is brief. It is merely that he promises to do his best, to be loyal to God, his country, and the law of the Wolf Cub pack, and to do a good turn to somebody every day. The Cub law is: to give into the Old Wolf—but the Cub does not give into himself.

Then there are many of the fascinating jungle games and dances, the mere names of which would excite the curiosity and envy of all of us who have spent our lives without such supreme joys. There is the Baloo Dance, the Bagheera Dance, the Shere Khan and Tabaquis, and the Kaa-Bunderlog-Kaa, and the Brownies Dance, and others. And it is here in these exercises of the mind and body that the imagination of a young child is nurtured and given unrestrained play.

We owe the development of the Wolf Cubs in California, to Kathleen Burke Peabody, whose valorous work in the late war won for her a distinguished place.

What impresses me very much with the Wolf Cubs is the amount—the small amount of organization, and how all the resources of those interested are put to the task, rather than to the machinery. It is all very simple; it is all very efficient; it is all very well done, and one needs only to see these little Wolf Cubs on parade or at one of their parties to have a lump rise in one's throat, and get the feeling that at least these children are not being robbed of their birthright to become self reliant, imaginative, sturdy, and loyal members of the community.

A New People's College

(*Continued from page 505*)

erly a teacher in European folk colleges, who will teach the courses of literature and direct dramatic work; Mrs. P. R. Moise, a beloved club leader in the State of Kansas, who will be housemother at the college and will have a course in social customs and etiquette; Dr. Fanny C. Gates, teacher and scientist will give the work in the natural sciences. Other teachers and special lecturers will be present for the courses in History and Biography. Special lecturers will be brought for topics in art, music and for giving training in Boy Scout work and girls' work.

The expense of tuition and board and room will amount to about $60.00 a month, the full four-months' course costing $239.00. Scholarships and loans will make the course open to any man or woman who wants the college work but is handicapped financially.

The college building is newly built of native stone and is an example of the best type of early Pennsylvania colonial architecture. It stands on a thickly wooded high hill top overlooking a wide expanse of the beautiful Paradise Valley and long range of the Pocono Mountains. The college course begins January 3rd and continues until the 1st of May. A limited number of registrations may still be made and men and women wishing more information about the college should write the Director, S. A. Mathiasen, at Henryville, Pa.

The Romance of the Playground Roadster

Margaret Leighton

For the demands of a playground system in the all-round dray, bus line and messenger service, let me recommend a small roadster. I know a vehicle which for brazen audacity, pluck and good sportsmanship leaves all the transcontinental celebrities out of sight. For ten weeks I saw it weave back and forth through the town, day and night, on its million and one errands, and there grew in me a profound respect for the long-suffering little car. It was the dynamo that kept the whole machinery of the playgrounds on the move and as such deserves a tribute.

As the beast of burden, this roadster was peerless. There was never a load that could not somehow be placed, to the capacity of a five-ton truck. One joyful morning I saw it clanking around the corner with a whole kit of digging tools—crowbars, pickaxes, shovels and the like, with a ten-foot locust post adorning the running board which a boy wildly clutched at the crucial bumps. It seemed that delay in the labor question had passed bearing and boy-power had been invoked with the ever ready roadster coming into the breach.

It was the main backer of the various athletic leagues. Day after day it bore rival baseball teams from one diamond to another—and to play the great American game no less than nine boys are required, not counting an umpire for whom room must be found somewhere. This may put truth on a tension but it can be done in this wise: seat the driver; put three boys on the back of the seat with their feet *on* the seat—in such a case mere mud is nothing: then put two boys beside the driver and two more on their laps. So much is easy and plain with seven of the quota accounted for and all the acreage of fender and back untouched to which literally any number can cling like apes. With all this ballast it settles rather low in the water, to be sure, and is not too safe for a long cruise in heavy traffic, but the stop-and-go man has a weakness for playground baseball and the team goes its way rejoicing.

It was, of course, the darling of the whole works, whom all delighted to honor. Considering the skill with which small services were evaded, it was remarkable to see the alacrity shown when something about the car was needed —water for the radiator, dusting the windshield, loading and unloading supplies and such sundries. Where the younger element was concerned, it was a marvelous piece of equipment. They would sit in it during its entire stay, toot the horn, shift gears and brakes, inspecting and discussing it minutely, for the serene confidence with which every child in the length and breadth of the town regarded it as personal property was touching. There was never a trip that did not carry passengers from the youthful population—boys going into the news office for the evening papers, girls en route for family marketing, boys going to the baseball game and an endless stream just going for fun, knowing that the car was theirs.

Aside from the scheduled round of inspections there were successions of emergency errands which nothing but the roadster could possibly accomplish. A ball needed sewing before the game; lime must be had at once to mark the diamond; the visiting team had not showed up and must be dragged to the scene of conflict; the little ones were clamoring for a fresh supply of yarn and crepe paper or some such handwork material. Providence decrees that accidents shall be mercifully rare but a child will fall out of a swing or somehow run amuck of the equipment and need to be haled to the doctor. At least once a week a deputation would wait on the boss reporting half a dozen washes drying on a certain diamond, so off would dash the roadster to the rescue, pleading and arguing with the wash-ladies. A neighborhood party was in progress when the square-dance caller turned up missing so perforce the roadster must scour the town for the needed accessory. Once at a similar festivity the store of frankfurters suddenly and mysteriously vanished—enter as usual the roadster, bolting back to town, making a round of all the butchers till one was found who would open his shop and get the "dogs."

So round and round it went, in fair and foul weather, confidential attaché of the whole democracy of youth, inseparably bound up in their whole season of good times.

Activities at Stanford Park, Chicago

Stanford Park Recreation Center, associated with the West Chicago Park Commissioners, reports an active season from September, 1922, to September, 1923.

Sports

Fifteen grammar and parochial schools with 809 boys representing the schools, competed in a program of sports including soccer football, basketball and basketball throwing, volley ball, indoor and outdoor track meets, handball, wrestling, indoor and outdoor baseball and marble tournaments. There were five leagues on the playground ball field with three hundred boys in the Teenie, Weenie, Indian, Midget, Junior and Senior baseball teams. Playground baseball was played in the same way as regular baseball with the exception that the distances of the bases were modified for the younger leagues. A twelve-inch ball was used in all the games.

Scoring System

The system of scoring at Stanford Park is on the sportsmanship basis. The winning team receives 100 points minus points which may be taken off for a breach of sportsmanship in the game. The losing team receives 80 points and is subject to a similar deduction for breach of sportsmanship. Under this system of grading a team may lose every game and yet win the championship through clean sportsmanship. A silver cup or shield and medals are usually given the team having the highest number of points.

Swimming Pool

Stanford park has two outdoor tanks in the use of which the public and the regular attendants at the center alternate every hour. A towel, soap and suit are provided free of charge. 34,209 men and 17,917 women used the tanks last year. The tanks are flushed daily and twice a week are given a thorough scrubbing.

Moving Pictures

A series of seven outdoor movies brought out an attendance at each of from 3,500 to 5,000 people. Through cooperation with the West Chicago Park Board a series of outdoor concerts were given. This same cooperation made possible indoor movies in the Stanford Park Assembly Hall, one session being given over to children, and one to adults who had the additional privilege of hearing the lectures on civic topics.

Winter Sports

The baseball field is flooded in winter for skating and there is a toboggan for children which is constantly in use. Sled races, skating races and hockey games are promoted among the boys.

Clubs

During the past year there were 41 children's clubs and 210 adult clubs organized for a variety of purposes such as Boy Scouts, Girl Scouts Camp Fire Girls, sewing, philanthropic, social and athletic clubs. The athletic clubs had a program of tournaments in such sports as basketball, indoor baseball, track and field meets. The attendance for the year was 7,603 men and 11,236 women.

How Shall We Celebrate Christmas This Year?

(*Continued from page 490*)

ever known. The only difficulty which the recreation commission encountered in carrying through its plans was that of using all the help offered. The boys of Stevens Continuation School offered their services in wiring the trees and helping in similar ways; the city offered labor in setting up the trees; contractors offered materials; the transit company gave large trucks; everyone wanted a share in the work.

"The plan of the neighborhood trees worked out very successfully. Each neighborhood association collected the funds for its own tree, and in this way almost $2,000 was made available for the eighteen trees. Each neighborhood now owns its equipment and electrical supplies, and in future years it will be necessary to buy only the trees.

"There were services at ever tree, made possible by the cooperation of the ministers.

The Question Box

QUESTION:—Should greater attention be paid to winter sports even by curtailing the present summer vacation in schools?*

ANSWER:—BY LEE F. HANMER, RUSSEL SAGE FOUNDATION

I believe thoroughly in giving more attention to winter sports. It seems to me that this could be done without changing the present general plan of summer vacation periods in the public schools. There is ample time now in connection with the regular school work for a full rounded and adequate program of winter sports, provided the proper leadership and facilities can be made available.

Unless there were a countrywide adoption of a new plan for school vacation period in the summer, many inconveniences and hardships would result to teachers in the school systems where this change was made. Vacation schools for teachers, as they are now extensively provided by many universities, colleges and special schools, trips for travel and study usually arranged for the summer months and especially practicable at such times, the greater opportunity offered in summer for a wide range of recreation activities for both teachers and pupils —all argue for the continuation of the present system of summer vacations.

Actual hours in school for children might possibly be shortened to advantage if good use of the resulting free time could be insured. I am inclined to think, however, that the greatest need at the present time is for better use of the free time that both children and adults have instead of more of it; at least until we have found out how we can make our leisure result in more positive values.

QUESTION:—Should the development of bodily health be considered the main basis of recreation?*

ANSWER:*—BY LEE F. HANMER

Good health—physical and mental—is basic to success and happiness in either work or play, and by the same token, work and play rightly organized are basic to good health. I should not, however, consider good physical health as the all-important aim of education. It is not enough just to develop better animals. We need human beings who are right socially and morally.

Play wisely guided should result in important social and moral values as well as physical, and should make for progress in the important "art of living together." Right relations with our fellows established in our free time by means of play in its broadest sense should be one of the objects sought quite as much as physical health. A good community investment is money spent for wise, capable, sympathetic play leaders and for adequate space and opportunity for play. It is through such leadership that boys and girls may get the kind of training and inspiration that makes for both health and good citizenship.

ANSWER:*—BY C. E. BREWER, COMMISSIONER OF RECREATION, DETROIT, MICHIGAN

Re-creation should be the main purpose and function of recreation, whether it be the re-creating of the mind or body. Muscular exercise enhances health yet muscular exercise is dependent upon the nervous stimulus, which in turn springs from a clean, wholesome mind. Consequently, the mental and moral elements of play should be given more consideration than the health elements. Play is directly opposite to work and anything which brings to the mind a sense of duty or mechanical performance of a responsibility, especially if objectionable to the performer, it is no longer a pleasure, but work. Recreation should be a pleasure; a re-birth; a joy of being the cause; a happiness in the performance of something. Health is associated with ill-health and sickness. It brings the objectionable to the mind, and if bodily health is to be the most important basis of recreation what hope has the invalid, the hopeless cripple, the one afflicted with an incurable disease, of any benefit or value from recreation?

There is a constant anabolic and katabolic process going on in our physical bodies. The whole process of physical changes of building up and tearing down bodily tissue or the metabolism of the human body is based upon the nervous response to a stimulus, which is mental except in subconscious reactions. Science has proved that depressing things or objects have

* Further discussion on the questions raised by Ernst Herrmann in THE PLAYGROUND for November.

a fatiguing effect upon the body, resulting in slow sluggish response or reaction to the stimulus, while pleasure, brings an exhilaration resulting in quickened physical actions.

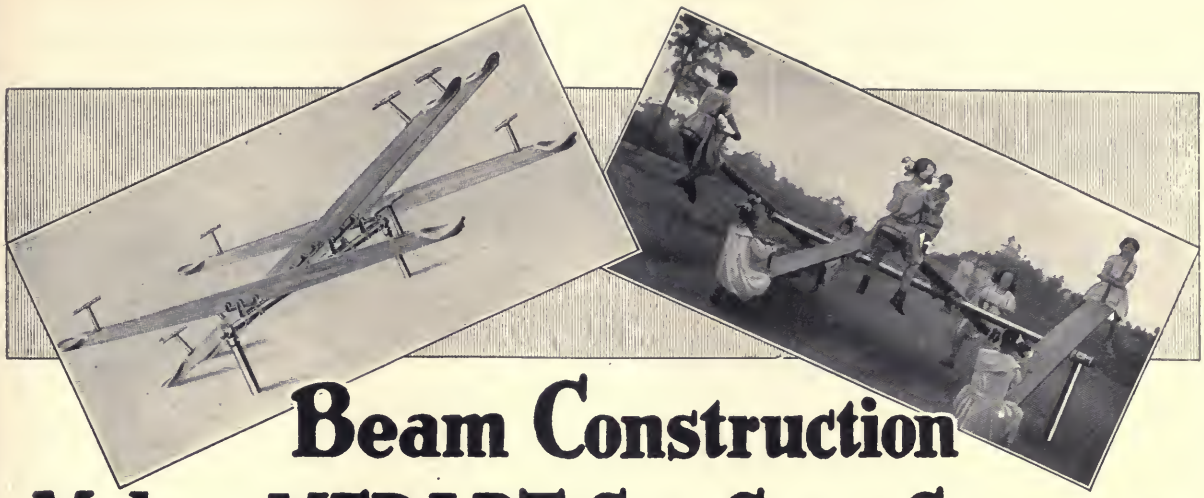
Mr. Hermann is right in assuming that health values are more concrete and more evident than the pleasurable elements of play. However, pleasure lies at the basis of conduct and society is not safe until its pleasures are stronger than its vices. Its pleasures are represented by participation in clean, wholesome play while its vices are the tragedies of a weakened will power which has failed to cause the body to function properly. Enjoyment arouses the mind and emotions and tends to put all their powers at the disposal of the mind. The trend of pleasure is toward optimism and without optimism or pleasure there cannot be continued good health. Therefore, the pleasurable elements in play must have a more beneficial effect and should receive more consideration than health as the basis of determining the value of play.

If health values are to be placed first, what a picture our playleaders will present to the children on the playground: what enthusiasm they will evoke by holding up to the horrified children the terrible example of a chronic invalid and saying: "Now, children, this game is Stride Ball. Stride Ball will keep you from becoming sickly." Any reference to ill-health is always coupled with the consequences of ill-health. Is it not better to picture joy, happiness, gladness and the other attributes of play to our children?

Can there be any joy if as we play, we think we are striving to ward off some evil disease? Some people will immediately say the participant need not know that emphasis is placed on the health value, but subconsciously that emphasis will be placed there. There will be the same distinction as that which exists at the present time between health education as given during school hours and recreation or playground work as given after school hours. The motive is bound to be dominant in its presentation to the pupil. The health educators give their work in the form of games and other interesting methods to take away the stigma of health motives attached to their work. Our recreation workers accomplish the same results in the form of games, but do not need to take away the stigma of anything as they participate for the pleasure and joy they get out of it. What would be the attendance on our playgrounds if we told the children that we would continue the health education lessons after school hours on the playground?

The writer of the article apparently forgets that play is instinctive and is inherent in everyone regardless of physical condition. Would it not be easier to change artificial methods of ventilation in our schools and homes than to change human instincts? The proposition of more winter playgrounds seems to be a local matter, yet in New England States it must necessarily be an important one due to the long winter, but what about the children who live in climates where there is no snow or winter? What about those who live in climates where the snow melts into slush one or two days after it falls or where there is scarcely 30 days of good sharp weather the entire winter? Can playground work be conducted outdoors in slush or mud ankle deep? Conversely—are the Eskimo children healthier and of a bigger and better physique than we Americans? Yet they live in an extremely rigorous climate. Can we say that children in our southern states are not healthy? We can all agree that in those climates which permit, more winter sports and outdoor exercise should be participated in. Unquestionably the effects produced would be beneficial, yet recreation in warmer climates can be made just as beneficial.

Mr. Hermann is right when he says "Recreation should enhance . . . . . keener senses, greater love of mankind, finer sense of fair play, a higher conception of citizenship and greater loyalty and patriotism." Where one has these characteristics, better health will naturally follow; yet they can exist in people who are not healthy. After all, are we not striving in recreation work for a higher conception of citizenship and does not that include high ideals and moral obligations to one's self and one's country and must not these concepts come before any human being will place any high value on health? It seems to me that the mental and moral elements of play must be the basis in placing a value on recreation because physical response (health) cannot be had without nervous or mental stimulus and the right mental process cannot be had without the judgment of the right or wrong thing to do, or in other words—moral sense.



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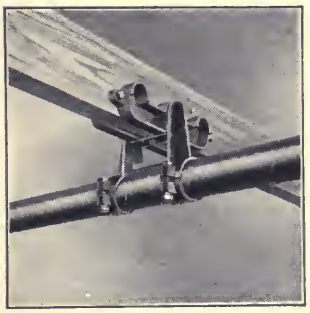

Illustration shows the Medart beam construction and improved fulcrum.

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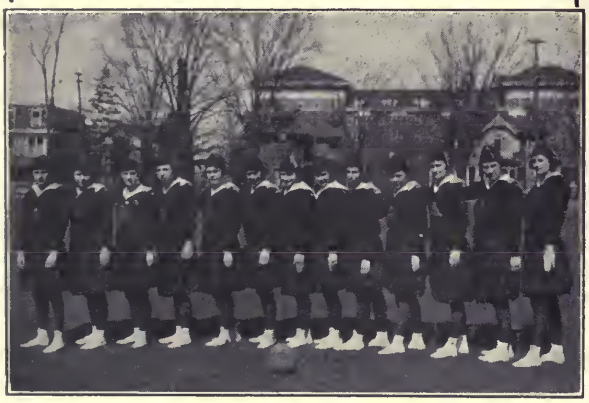

Tournaments and Leagues

How to Conduct Them

By F. C. Ferguson

Tufts College, Massachusetts

Tournaments and leagues may be divided into the following classes: 1. Individual, 2. Team or Class

Individual

Girls

1. Jackstraws
2. Puzzle Placing
3. Target Throwing
4. Bean Bag Board
5. Basket Shooting
6. Stunts
7. Tennis
8. Checkers
9. Dominoes
10. Folk Dancing
11. Sewing
12. Hop Scotch

Boys

1. Ball Throwing Accuracy
2. Tennis
3. Basket Shooting
4. Checkers
5. Volleyball Serving
6. Dominoes and many others

Team or Class (boys and girls)

1. Track Events
   - (a) Relays
   - (b). Broad Jump
   - (c) Wall Scaling
   - (d) Weight or ball throwing
2. Ball Games
   - (a) Progressive Dodgeball
   - (b) Volleyball
   - (c) Fistball
   - (d) Captain Ball
   - (e) Longball
   - (f) Basketball
   - (g) Newcomb
   - (h) Baseball
3. Miscellaneous
   - (a) Tug of War
   - (b) Folk Dancing
   - (c) Dramatics
   - (d) Stunts
   - (e) Contests

There are many more which might be added to the list, but I will not burden you further with them.

How To Conduct Them

To conduct an individual tournament or league it is necessary for you to get a complete list of competitors. Suppose we take a checker tournament. All the names of the competitors are posted according to class. It is unwise to compete different age groups against one another and so individuals in each class compete against one another When this has been settled it is necessary to draw for

MUSIC *is The Soul of Play*

WITHOUT music, the army knows every mile is "the last long mile." Without music, every child knows that organized play is the "last long grind." Without music, every teacher knows that the game is "hard to understand."

With the Duo-Art in your gymnasium, you not only have a piano, but also a pianist who will play for you as long as you wish, untiringly, obligingly, perfectly. A whole library of music for organized play has been made up. A few of the newest numbers are listed. They are made by pianists who know how. The tempo is your own—as slow or fast as you wish. One lever controls the instrument—you may reverse the roll or proceed silently to a new or repeated figure.

The Duo-Art Serves the School

Children's Games	Duo-Art Roll	Dances & Games	Duo-Art Roll	Marches (Sousa)	Duo-Art Roll
London Bridge	101418	The Bear	66198	Glory of the Yankee Navy	16765
Jolly is the Miller		The Dragon Fly		Hands Across the Sea	62768
King William		The Wind		Stars and Stripes Forever	62487
How do you do, my Partner		The Steam Cars		Nobles of the Mystic Shrine	18865

Additional material in preparation under the direction of
Dr. A. K. Aldinger, New York City Public Schools.

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Educational Department

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places. I will attempt to show you the Wild-Bagnal system of Drawing in which the byes are on the first round only.

8	16
5	11
—	—
3 byes	5
—	—
2 nos. in 1st. round	6 nos. in 1st. round

32
22
—
10
—
12 nos. in 1st. round

Tournaments are run in the form of eliminations—that is the loser drops from further competition. Now you are ready for your tournament. Each child must play the scheduled game and there must be a referee in charge who reports the result of the contest. As each contest is played the winner's name is posted. When all in the first round have played, the second round is scheduled and all the byes must compete. The final contest is played between the winners of the two series. There must always be a complete understanding of the rules; the decision of an official are final and should be adhered to by a director. If awards are to be made these must be purchased so as to be on exhibition before the matches.

Arranging the schedule

In conducting leagues the first thing to do is to find out the number of teams and to formulate rules as to the number and age of contestants on each team. When you have this information then you must arrange your schedule. There are many things to upset a baseball schedule or the like that you must allow for, such as rain, sickness, accident or the like. A schedule should not be too long. Leagues of greater than 6 teams are cumbersome and it is better when there are more than 6 teams to form two or more leagues and have the winners play for the championship. There are certain regulations which should govern league play, such as playing rules, time and place of play, officials, sportsmanship and the like, and these should be presented to each team with the understanding that they are final.

Publicity

When arrangements have been made for play and your officials have been appointed, be sure to use every means of publicity not only to arouse the interest of the community in which the team is situated, but the whole city or town. Such means are newspapers, pictures, talks or lectures and similar channels. Be sure that each team has a captain and a manager. It is usually advisable for the playground director to forward through the manager of his team a list of players so that when they visit another playground this list can be presented to the referee or umpire and will serve as a record in case of dispute. If the responsibility for the team is placed in a captain and manager who are elected by their team mates, you are very sure to have a strong league.

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in open places Solvay Calcium Chloride should be applied to the surface in order to prevent discomfort caused by dust

SOLVAY–CALCIUM CHLORIDE

is being used as a surface dressing for Children's playgrounds with marked satisfaction.

It will not stain the children's clothes or playthings. Its germicidal property is a feature which has the strong endorsement of physicians and playground directors.

Solvay Calcium Chloride is not only an excellent dust layer but at the same time kills weeds; and gives a compact play surface.

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"Department Q"

Awards

Individuals have often asked me what award I would make for individual contests, whether I should give medals, ribbons or other prizes such as athletic goods. Athletic clubs and organizations are spending too much money today for prizes; the children are looking too much toward the prize which is to be awarded and there is a tendency toward dissatisfaction all around.

For individual contests I would award a certificate to each deserving child and attach to each a colored seal: gold for maximum efficiency; blue for intermediate efficiency; red for passing efficiency. These may be signed by the mayor or chairman of the selectmen, the supervisor and the director of each playground. A similar certificate could be awarded for teams.

Athletic Activities and the Development of Mass Activity

There has been considerable agitation by various educators regarding athletics for girls and boys. Among the objections raised are the following:

Athletics have been for the few and not the many, and instead of seeking to train all to fair accomplishment they have trained a few to excel.

Athletics do not aim to train the able to all-round ability but to specialize in one sport; for example, the boy is taught to jump so he may win that event.

Violent forms of athletics cause over-strain and injuries.

Athletics are not based on the laws of physiology, hygiene and intellectual growth and so fail to meet the age interests.

Athletics injure scholastic standing as shown by school records. (This is far from true today.)

The aim of athletics is wrong; the end in view is victory instead of moral and intellectual advancement.

Instructors of athletics are not the right type of men. (Today, however, they are much better.)

Athletics have developed dishonesty, treachery and unsportsmanlike conduct both on the part of players and spectators, creating a harmful atmosphere.

How much these charges are applicable to your playgrounds and your athletics I do not know, but it seems wise at this time to ponder. Many of these conditions are found about our towns and cities and the cry is going up everywhere, "Keep our play clean."

Meeting the Objections

If you and I are to meet these objections to athletics and neither of us is willing to submerge that branch of activity for any other—it is necessary that we overcome these evils. You and I know that sports, games and activities properly controlled and directed are a great factor in the development of the youth today, the man tomorrow. Therefore, athletics for all is our battle cry and only when it tends toward this end are we reaching out and recreating. There have been several plans advanced by educators, but because they were not far-seeing or too theoretical these schemes have fallen by the wayside. Today we are in the midst of experimentation, but the plan is being applied over a larger field and no doubt we shall reach a happy conclusion.

Have a typewriter of your own—

Have you ever thought how useful a typewriter of your own would be—a little private secretary that you could keep for your own use? It would turn your letter-writing into a real pleasure. It would help you in your business or studies at home and serve you in many ways that only you know.

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The Efficiency Test

One of the plans which has been advanced is the efficiency test. It provides for every boy or girl regardless of ability. It is really non-competitive but the child competes against his own record. There have been various standards of accomplishment set forth by the different communities. The number of events vary, the standards of the same event vary, and the method of scoring is so complicated in many instances that the ordinary worker feels he or she must devote hours to affix each grade. The city of Detroit uses games, stunts, ability tests and award grades for a boy or girl to be a captain of any team. The tests of the Playground and Recreation Association of America I need not speak about for I am sure you know them. Reilly Standard tests for boys and girls have no doubt been brought to your attention many times. The American Physical Education Association has lately presented its report on tests. The latest attempt has been that of the National Collegiate Athletic Association in conjunction with the Army and Navy wherein 80% of a class in a school or college take the test. All these plans have something of value in them and when used in conjunction with some system of award they furnish incentive for the individual to improve his accomplishments.

Mass Athletics

A second plan has been advanced under the name *Mass Athletics*. The idea has spread from the schools and playgrounds to the colleges. In this plan a large group or class competes as a unit and the average record is the class record. The events are unusually those which require all round ability and so a well-rounded practice instead of a specialized practice. Mass athletics arouse interest only when the members of the competing groups are known to each other. It is of course very applicable to playgrounds.

The above plans are excellent but adapted as they are to the individualistic type of athletic event they do not cover the element of team play as found in games. And so I would encourage team play and instead of having one midget baseball team for each playground, have as many teams as possible, and when one playground plays another arrangements can be made for all the teams of each class to play and one point may be awarded for each who wins. If, for example, there were ten teams on each ground and six of them win, the total points would be 6. This, of course, is applicable in any activity.

Organization Essential

Above all things organization is necessary to conduct such a scheme. Leaders must be provided and instructed in such a way that maxiumm efficiency will be obtained. Interest must be kept up by publicity and other methods, and above all the director and worker, if he or she is to develop mass athletics, must devotedly work tirelessly from the opening to the closing of the playground season.

Gifts for Children's Book Shelves

The Children's Librarian's section of the American Library Association, Chicago, Illinois has published a list of children's books in which are listed "the good books that children actually like, not those they ought to like."

Book Reviews

THE THEORY OF ORGANIZED PLAY, by Wilbur P. Bowen and Elmer D. Mitchell. Published by A. S. Barnes and Company, 7 West 45th Street, New York City. Price $2.40

In "The Theory of Organized Play," Professor Bowen and Professor Mitchell have given us one of the most significant and informative compilations on the play movement which has yet appeared. The growth of the play movement, beginning with its expression among primitive peoples and its development in foreign countries as well as in the United States, is traced to the present time. There are discussions of the present need for play as it affects the individual, community groups, and society as a whole; of methods of promoting play through public and private agencies; of the administration of the playground, its construction, equipment and activities, and of the community center. There are chapters on boys' and girls' clubs, on camp life in the play program and of athletics in high schools, colleges and on the organization of play activities.

The chapter on the Philosophy of Play outlines in detail the various theories of play and analyzes them. A consideration of forms of play classified according to the parts of the body and mind involved gives rise to an analysis and discussion of play motives and kinds of play and of age and sex differences in play. The physical, mental, character-forming and citizenship building values of play are convincingly brought out.

The final emphasis—the thought which the authors would leave uppermost in the minds of their readers—is the all-important one of leadership. Many will, perhaps, feel it is unfortunate—and remarkable—that the authors in their discussion of the play leader have chosen to regard play as a part of the physical education movement. They have, however, given us a picture of the ideal play leader and of the possibilities of the movement as a profession which should be influential in bringing into it young people of promise.

HISTORY OF PHYSICAL EDUCATION, by Fred E. Leonard, M. D. and R. Tait McKenzie, M. D. Lea & Febiger, Philadelphia. Price $4.00

Physical educators and all interested in the development of the physical education movement owe a debt of gratitude to Dr. Leonard of Oberlin and Dr. McKenzie of the University of Pennsylvania for this thorough and comprehensive study of the sources and development of the physical education movement. Beginning with the play and sports of the early Greeks and Romans, through the physical activities of the universities of the Middle Ages and the period of the Renaissance and the Reformation, the authors have traced the history of the development of physical activities, sports and recreation to the beginning of the modern physical education movement in Germany and have described the contribution and lives of such leaders as Guts Muths and Father Jahn. This is followed by descriptions of the rise and progress of physical education in Sweden, Denmark and Great Britain.

The influence of these movements on the physical education movement in the United States, its beginning in our own country, the history of its development in American colleges and the achievements of such leaders as Dr. D. A. Sargent and Dr. Luther H. Gulick comprise a number of interesting chapters. Dr. Leonard has also discussed the present movement for compulsory state and federal physical education laws, the training of teachers and the development of the playground movement in Germany and the United States.

The book has a wealth of information on the characteristics of the different stages and phases through which physical education has passed, the leaders who have contributed to its advancement and sources of information regarding it.

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The Church and the Recreation Program

(*Continued from page 501*)

what is technically called a revival of religion, or even that there has been any considerable accession to the membership of the Christian Church. We refer to the renewed interest in the church as a structural element in society. Men are coming to realize that in the church we possess a social asset as yet undeveloped.

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2-Year Normal Course for Directors of Physical Education, Playground Supervisors, Dancing Teachers and Swimming Instructors.

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EDUCATION AND TRAINING FOR SOCIAL WORK, James H. Tufts, Professor of Philosophy, University of Chicago. Russell Sage Foundation, New York City. Price $1.50

Is recreation social work? This is one of the questions considered in Professor Tufts' discussion of the field of social work, methods of defining the field and problems of education and training as they are being worked out in separate schools or in departments connected with colleges.

In relation to the well-defined central field of social work Prof. Tufts regards recreation and art as border fields. "To get public parks authorized by legislatures and then purchased and administered by municipalities may be the field of the social workers. Planning the parks is the field of the landscape architect. The community pageant may be planned for its social interests; the person who writes it may be filled with the social spirit, but is not likely for that reason to consider his activity as primarily social work. When, however, we come to such occupations as the care of these municipal playgrounds or of summer camps for children or gymnasium classes, we are in a field which is at present recognized as social work."

One of the difficulties in defining the border of social work in this field, Prof. Tufts points out, comes from the fact that "recreation and many types of aesthetic interests are primarily left to individual initiative which in many cases is catered to by the commercial agencies—concert, dance hall and billiard and pool rooms. The public makes provision indeed for walking and for many types of games in its parks and playgrounds, but it is a comparatively recent matter for the community to consider the spare time of young people, not to mention that of adults, as being a legitimate matter of social and public interest. . . . . ! It would appear that in this group of border fields the task of the educated and trained social worker is likely to be found in answering a question not definitely raised by the skilled artist or craftsman or commercial provider of recreation, namely, 'How can the community health, the community good fellowship, the development of the finer tastes in literature, in drama, in music, in color, be met, in so far as neither private interest nor commercial interest is awake to these or concerned with them?' He will summon to his aid the architect, the musician, the artist, the writer of fiction. Possibly in the future we shall not make our division between these professions or crafts and social work by the present standard, which is, to say the least, not flattering to the social worker. At present the person who has a skilled craft or profession of high standing—architect, artist, writer—prefers to be classed as a member of that craft or profession regardless of whether he pursues it for private gain or public service. The director of a summer playground, who has devoted less time to preparation for his task, is more likely to be classed and known as a social worker. He is classed by his purpose rather than by his art or craft."

This consideration of the field of recreation as related to social work is only one phase of the many problems which are discussed in Prof. Tufts' valuable book.

RACIAL TRAITS IN ATHLETICS, by Elmer D. Mitchell, University of Michigan. Reprinted from the *American Physical Education Review*, March, April, May 1922.

This careful study of Prof. Mitchell's throws a great deal of light on the recreational life and characteristics of fifteen nationalities. A study of this kind has much to offer since, as Prof. Mitchell points out, "nowhere can we find people closer and truer to their fundamental character than in their free and spontaneous play."

Some of the conclusions which Prof. Mitchell reaches are that environment is a more potent factor than heredity in the playing of athletic games. Physical environment—the absence or presence of heat, cold and water—determines to a great degree the nature of the sports. Social environment is of equal importance, for in almost every way athletics are representative of the histories and traditions of a people and of a means of determining the trend of a nation's life.

"Team games and democracy are inseparable; the one goes with the other as a training for free citizenship. It is interesting in this connection to note that people who have lived under despotic governments, when freed from any upper control, become most unruly and unorganized . . . . A parallel is found on the playground. It is the Hungarian, the Pole, the Russian Jew, who are disturbing factors in the maintenance of discipline. These nationalities have never had any practice in self-discipline, not even any experience in team play, and when allowed free rein, they gang together in destructive moods. To make orderly citizens of this material is the hope that the playground is striving to realize. The playground and the community social center are the greatest factors in Americanization today. Their appeal, which reaches the emotional rather than the intellectual nature of the peoples strange to our land is one that makes for a bond of mutual sympathy as no other agency can."

Snow and Ice Sports, A Winter Manual, by Elon Jessup. Published by E. P. Dutton & Company, New York, City. Price $3.50

Winter sports enthusiasts—and they are rapidly growing in number—will find in this book information on all kinds of sports. Skiing, snowshoeing, tobogganing, winter mountaineering, walking on ice creepers, camping in the snow, snow photography, ice fishing, ice boat sailing, scootering, sailing on skates, skates and skating shoes, the fundamentals of figure skating, the hows and why of ice hockey and curling, are all described in detail in the most practical manner. A large number of illustrations add greatly to the book.

Athletics for Girls and Women, (No. 115 R. Spalding's Athletic Library). Elizabeth Burchenal, Editor. American Sports Publishing Company, New York City. Price 25c

In view of the national effort which is being made to devise programs which will avoid the exploitation of girls in athletics, the publishing of this handbook containing the policies of the Committee on Athletics for Girls and Women is particularly significant. In addition to the policies of the Committee, which is associated with the American Physical Education Association, the handbook also contains the resolutions passed by the group which met in conference at Washington at the invitation of Mrs. Hoover under the auspices of the National Amateur Athletic Federation, and by the Committee on Athletics for Girls and Women at the meeting of the American Physical Education Association at Springfield, Mass. It makes public the official rules for swimming, track and field and soccer which have been drawn up by subcommittees.

This handbook does not purport to be the final word on these sports but attempts to meet the urgent demand that the Committee give immediate help in some of the problems confronting workers in physical education and recreation who are deeply concerned with the many phases of the subject. Handbooks to be published later will amplify the rules and take under consideration other games and sports.

Rhythms for Dance Instructions, by Ruth Garland, Teachers College, Columbia University, New York

These Rhythms, which are arranged in series of nine each, have been prepared for use in class instruction in dancing and physical cultural and other activities involving rhythmic movements. They are also being found helpful in kindergarten work. The first series contains the following: Polka, Mazurka, Schottische, Pas De Basque, Slow Walk, Balonné, Arm Movement, Back Exercise and Relaxation.

The second series has nine other rhythms as follows: March, Run, Slide, 2 Skips, Saute, Leap Technique, Polka and Ostend. The price of either collection is $1.00. A third series is in preparation.

The Rhythms as arranged by Miss Garland have been adopted by Columbia University, Iowa State Teachers College and more than twenty other schools and colleges.

The Kindergarten and Health, by Arnold Gesell and Julia Wade Abbot. Health Education No. 14. Bureau of Education, Washington, D. C. Price 5c

This very helpful and comprehensive pamphlet deals with the kindergarten as a health agency and with health education in the kindergarten, the play projects, dramatization and examination, the establishment of health habits, creation of right attitude through the use of pictures and signs. Storytelling, and the establishment of health habits through other channels are also discussed in the booklet.

Educational Hygiene, Willard S. Small. Bulletin 1923. No. 33. Bureau of Education. Price 5c

In this pamphlet is to be found not only the history of the development of educational hygiene but a great deal of information about the physical education movement and the work of the National Physical Education Service. There are also facts about various types of volunteer organizations which are influencing educational hygiene and community health.

RECREATION

THE CHURCH AT PLAY
By Norman E. Richardson

"Chapters on the principles and art of play supervision, on dramatic play in church and Sunday schools and on activities of various kinds make the book a mine of information not only for church workers but for all community workers in the leisure time field." —The Playground

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A HANDBOOK OF GAMES AND PROGRAMS
By William Ralph LaPorte

A compendium of games, plays, and recreational activities, all carefully selected and tested out for value.
Illustrated. Price, net, $1.00; by mail, $1.10

RECREATIONAL LEADERSHIP FOR CHURCH AND COMMUNITY
By Warren T. Powell

"Packed with explicit and detailed directions on programs: the latest and most complete manual for workers. It is a piece of good work." —Religious Education.

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A YEAR OF RECREATION
By Ethel Owen

"These recreational programs mingle pleasure with information and are seasonable, original, clever and appealing."—The Churchman. Illustrated.

Price, net, paper, 35 cents; cloth, 50 cents, postpaid.

At the Better Bookshops

THE ABINGDON PRESS

NEW YORK **CINCINNATI**

Growing Healthy Children, School Health Studies No. 4. Bureau of Education. Government Printing Office, Washington, D. C. Price 5c

This study of health supervision in the Trenton, N. J. public schools not only shows how physical examinations and the physical education program, clinics, treatments, inspections and follow-up, hot luncheons and cooperation with community agencies have been used in the health program, but also how games and play, art and music are made to function in health building.

The Attitude of High School Students Toward Motion Pictures, by Clarence Arthur Perry. Published by the National Board of Review of Motion Pictures, 70 Fifth Avenue, New York City. Cloth $.75. Paper $.40

This study conducted by the National Committee for Better Films in cooperation with the Russell Sage Foundation is based on the answers received from 37,500 questionnaires sent high school students throughout the country. The more important conclusions which Mr. Perry has drawn from the data presented can be summarized as follows:

1. Attendance of high school students at the movies is not excessive.
2. The preferences of high school students as to screen performers and particular photoplays are on the whole intelligent and wholesome.
3. The classes of photoplays liked reveal natural and healthful tastes.
4. The educational film has not begun to realize its possibilities.
5. The photoplay notably stimulates the reading of books.

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315 Fourth Avenue New York

6. The current motion picture has not carried high school pupils off their feet—indeed, it apparently must show a considerable advance in art, taste, and wholesomeness before it can command their unqualified appreciation and support.

RECENT BULLETINS BY THE BUREAU OF EDUCATION

The Bureau of Education has recently published two pamphlets of interest to teachers.

KINDERGARTEN CIRCULAR No. 13, is concerned with pre-first-grade training and answers the question "Shall I send my child to kindergarten and why?"

The second publication, KINDERGARTEN CIRCULAR No. 14, contains a bibliography on pre-school and kindergarten work. These pamphlets may be secured at 5c each from the Government Printing Office, Washington, D. C.

AN AMERICANIZATION PROGRAM, E. G. Irwin. Bulletin 1923. No. 30. Bureau of Education. Published by Government Printing Office, Washington, D. C. Price 10c.

This recent publication of the Bureau of Education discusses the subject of Americanization under five headings; The Problem; Agencies Used—and here the community center and recreation as citizenship agencies are stressed; Americanization Bulletins, Materials and Helps Available; The Administration of Plans; and Summary of Conclusions.

A MANUAL OF PHYSICAL EDUCATION FOR SECONDARY GRADES, published by the State Board of Education, Hartford, Conn.

The schools of Connecticut are to be congratulated on having so helpful and practical a manual as the publication prepared by Dr. Allen G. Ireland, State Director of Physical Education. The book is prefaced by a copy of the law under which the schools are operating. This is followed by brief statements regarding the meaning and aims of physical education, classification of activities with their specific values of which the recreative factor heads the list, and the organization and administration of the course. A number of appendices containing rules for athletic events, team games and group contests add value to the booklet. Particularly practical is the appendix showing the layout of athletic fields and game courts.

AMERICA FIRST, by J. L. McBrien. American Book Company, New York City

The dramatic instinct has come to be recognized as a very important aid in citizenship building. The author of *America First* has recognized this and has provided in the dramatization of the Continental Congress, given in detail in Part I of the book, a means for teaching one of the most vital periods of American history in a way which is vivid and graphic.

Part II of the book contains speeches by Washington, Lincoln and later statesmen having to do with citizenship and patriotism.

COURSES OF STUDY IN SCHOOL HEALTH. The Department of Public Instruction, the Commonwealth of Pennsylvania has outlined some very comprehensive courses for grades one to eight and eight to twelve. The recreation worker will find of special interest the suggestions for utilizing the play instinct and the dramatic, rhythmic and constructive interests of the child in building for health.

CHARLIE AND HIS PUPPY BINGO, by Hill & Maxwell. Published by Macmillan Co., New York City. Price $1.25

Many mothers of children of the 4 to 6 year age who have become familiar with Charlie and his kitten Topsy will welcome the arrival of Bingo whose many adventures are the topic of these stories written in language intelligible to very little children. The authors have been very successful in writing the stories as they would be told.

America in the Making

(*Continued from page 504*)

when general health, Americanization, and community spirit were discussed.

A problem met in this work with nomadic people is the lack of common sympathies to bind them into a group. They are of all ages, types, and in some cases, nationalities. The only thing they seem to have in common is the fact that they are there to make money. But if you can get at them through the children, you have a real bond of sympathy. The children are as clannish as their parents, but constant attention to *group* work, *group* games and activities of all sorts breaks down that feeling. A common flag and country, a common name—all Americans—eliminates the hard names that hurt.

It is through the children, through their Americanism, and their chance at better, cleaner lives, physically and morally, that the parents are reached. These children are America in the making. It is our duty and privilege to see that they be "made" right and thus help to pay "The Debt Eternal."

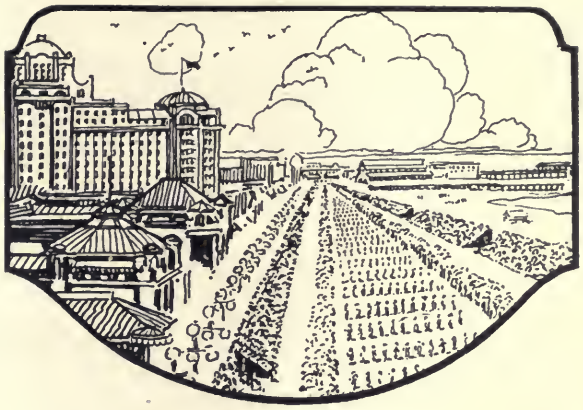
Beauty and Leisure Time

(*Continued from page 494*)

Art for the Small Community

I feel the friendliness of my audience. There is so much I would like to tell you. I am interested in the development of the arts in this part of the world. In the drama, for instance, the possibilities of communities finding themselves in the fashion we heard about this morning is significant. The drama brings in all of the arts. That is the way art started—first with the pageant, the processions of the ancient Greeks that brought about the Parthenon and its decorations. They sketched them, and painted them, and modelled them. I have great faith in the pageant as the entering wedge in our American communities. There are four or five hundred towns in Illinois with so little that is joy to themselves, whose hearts ache for beauty. I think the drama is the most promising in its possibilities for arousing an appreciation of beauty. Music is the simplest and perhaps the most fundamental, then the drama, and then the rest will follow.

I should like to tell you about the Illinois Extension Committee in Illinois. There are over a hundred and sixty towns in the state represented in it, usually by the person in the town best qualified, the one most interested in art in the community. We get together three or four times a year. We travel about. One of our mottoes is "See Illinois First." We have been down the Illinois River, viewing the sights of the lower Illinois. We have made an expedition down Rock River. We have a floating school. We have visits, lectures and have planned exhibitions for the smaller towns. I have great hopes beyond that. I want to fill the leisure time with interesting work; I want many children to see the little attempt at an art gallery in every consolidated school and in public libraries. I do not expect much, but something to remind young people that there is a world of art. They will become interested if they only can have the hint. Above all, I shall not be satisfied with our great University of Illinois until we have there a glorious museum of art. We ought to have a temple so appealing that every student—and they come largely from the smaller towns—will have a glimpse of the ineffable glory of the great world of art.



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From Collier's, Nov. 24, 1923.

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The motorist has a right to a street But – The child has a right to a playground-

The PLAYGROUND

Vol. XVII No. 10 JANUARY, 1924

The World at Play

The American Peace Award.—The entire country is interested in the American Peace Award, created by Edward W. Bok, offering $100,000 for the best practicable plan by which the United States may cooperate with other nations looking toward the prevention of war.

The competition closed on November 15. The jury will make its selection before January first. Immediately after that the winning plan is to be submitted to the widest possible public for consideration and for a vote. On the release date a number of leading papers throughout the country will carry the text of the winning plan, a ballot containing space for the signer's name and address, a statement as to whether or not he or she is a voter and as to whether or not he or she approves of the winning plan in substance. Ballots with the "yes" or "no" votes should be sent directly to the American Peace Award, 342 Madison Avenue, New York City. They will be tabulated by states with all duplicates removed in order that the results may be really an authentic record of popular judgment.

Any number of copies of the plan accompanied by ballot may be secured without charge from the American Peace Award. It is hoped that readers of THE PLAYGROUND will take part in the referendum.

The "Seven Wonders" of Chicago.—Some time ago the Chicago Association of Commerce set Chicago to wondering about itself. Ninety-two citizens representing all walks of life were asked to select from one hundred twenty-five suggested features seven which they considered the outstanding wonders of the city.

In the analysis published by the Chicago Association, parks, playgrounds, bathing beaches and forest reserves were selected, often to head their lists, by fifty-five of the ninety-two citizens. Including eleven mentioning the municipal pier, more than twice as many chose these recreation features as chose any other one feature. "This shows," says Graham Taylor in his commendation on the results of the questionnaire, "the increasing appreciation of recreation spaces and facilities and the larger use to be made of them."

The seven wonders as listed are: parks and playgrounds, stock yards, Field Museum, University of Chicago, municipal pier, small parks and playgrounds and Lake Michigan.

A "Music-for-All" Week.—Visalia's third Music Week, under the auspices of Community Service of Visalia, California, was celebrated November 18–24. Each day had its program beginning with Sunday, when every church had its special music, sermon and music and a union song service in the afternoon, through Saturday, when the Music Memory Contest open to all under nineteen, and the concert given in the evening by the Junior Music Club ended the celebration.

It was a week full of beautiful music and harmony in which the whole community participated.

Recreation Facilities in East Cleveland, Ohio. The city of East Cleveland since the close of its summer program of activities has enlarged its concrete swimming pool and bathhouse facilities from a pool 85′ x 70′, slanting to a depth of 7′ to dimensions measuring 100′ x 90′, slanting to a depth of 8-½′. The frame bathhouse building has been replaced by a modern commodious brick structure which will accommodate as many as 600 people at one time. The city voted a $36,000 bond issue for this feature. The pool was constructed immediately adjacent to the new Shaw concrete football and track stadium just completed at a cost of $7,500.

Modern training quarters for athletic teams were built on one side of the stadium and on the other side were placed the quarters for the bath-

house used in connection with the swimming pool. Intersectional high school and collegiate championship games which have previously been played in Cleveland were played this year in the stadium.

Do You Play Water Baseball?—A. B. Wegener, Chairman of the Water Baseball Committee of the American Swimming Association, is anxious to learn how extensively the game is being played.

Heretofore, Mr. Wegener points out, the game has been handicapped from lack of a satisfactory ball. He offers the following suggestions for the ball and the game:

"Take an old 14 inch indoor baseball cover and with a leather punch place holes in it all over and about an inch apart; fill it loosely with small and medium sized corks, sew up and play. Use a broomstick bat. The game is suitable only for large tanks and outdoor open water."

Mr. Wegener asks that a trial be made of the ball and game and that results be reported to him for use in the Swimming Guide and Rule Book. Mr. Wegener's address is Drew Seminary, Madison, New Jersey.

More Swimming Pools for Indianapolis.—The Park Board of Indianapolis, of which R. Walter Jarvis is Superintendent, is planning to erect six new swimming pools and one natatorium, which, it is hoped, will be ready for use by July 1924. In addition, bonds are being issued for the purchase of two new parks which will be used largely for recreation purposes.

"With the construction of these pools," says the *Indianapolis Star* of October 26, "the swimming facilities of Indianapolis will exceed those of most cities which do not have large natural beaches on lake or river."

Outdoor tennis courts made of Kentucky Rock Asphalt are also among the new facilities planned for the city.

A Wading Pool through Cooperation.—Miller Park, Lancaster, Ohio, has a play area made possible through the cooperation of a number of groups. In this play area is a wading pool of which any park might well be proud. The pool has a cement reinforced bottom and curve with a constant water supply flowing at a maximum depth of about 18 inches in the center and 4 inches around the edge. The Exchange Club donated $200 toward the pool and three local contractors gave service and material in the construction of the pool. A number of industrial plants are providing the equipment.

Backing up the City.—The Board of Recreation of Bridgeport, Connecticut, calls attention to the splendid work done by the Playground Committee of the Chamber of Commerce, a group of private citizens which is working with the Board of Recreation to promote city-wide recreation. The most outstanding work of the committee has been a study of the city's resources and needs along recreation lines in each of the twelve districts. This study with the resulting recommendations has been most helpful in showing where the effort of the Board should be concentrated.

The Chamber of Commerce has established a playground with a leader without cost to the city and has offered the city eight acres of land to be developed into open-air swimming and wading pools.

In Lewiston, Maine.—More than 180,000 participated in the recreation activities of Lewiston Community Service during the first year of its operation, according to the annual report just issued. The per capita cost of recreation is estimated at 7¢½. About 70% of the total number of participants were children and 50% of all Lewiston's children below the age of 15 years were on the playground during the first year.

Recreation Developments in Florida.—During the past year there have been a number of interesting developments in Florida cities which point to a greatly enlarged program of activities in that state.

A playground and recreation board made possible through the passage of a special act has recently been appointed in Jacksonville. The budget for 1924 will be $25,000—an increase of $10,000 over 1923. The city is opening a tourists' playground. A building is under construction which will permit of quiet games and indoor recreation, and the grounds are being laid out to provide for bowling on the green, horseshoe pitching, croquet and other outdoor games. On November 9 the municipal golf course costing in all about $105,000 was opened. As soon as the work of the new recreation board has been more thoroughly organized, the golf course will come under its supervision.

Miami, a city of about 45,000 people with a steadily growing population, this year took its

first step in the provision of playgrounds. A committee of private citizens raised about $1,500 during the summer and conducted four playgrounds with a director and an assistant in charge of each. The city spent about $2,000 on equipment, and in the neighborhood of the playgrounds where last year there had been thirty-five juveniles before the court, there were only two this year.

With funds secured through the passage of a bond issue for $250,000 Key West has purchased three pieces of property. The first parcel is being developed as a municipal golf course and on the property a community house will be constructed. The second parcel consists of five acres of ground with water front which is to be used as a playground and recreation center. The Rotary Club recently spent a day clearing this property so that it could be used immediately. The third parcel of land consists of three acres which will be used for the recreation of colored citizens. Located on it is a very substantial building which will be used as a community center.

A New Playground Association.—A Playground Association has been organized in Pottsville, Pennsylvania. Six acres of land have been leased from the Lehigh Valley Railroad for a nominal sum and $3,500 have been paid for improvement. The plan of development calls for the expenditure of $12,000.

Oxnard's Community Center.—The Community Center of Oxnard, California, made possible through a special bond issue, is housed in a modern structure formerly the home of the Oxnard Union High School. A part of the equipment of the building consists of a dining room seating as many as 200 people and a kitchen which make possible the holding of banquets by various organizations. At the rear of the community center is a large barn 60 x 80 feet, lighted by electricity, which is used by hundreds of barnyard golfers.

At one side of the building a large area 250 x 300 feet in extent is used by the community for such activities as baseball, tennis, horseshoe pitching and other games. A playground for small children is part of the equipment with slides, teeters, swings, a sand bin and a splendid wading pool. Immediately at the rear of the community center is a barbecue pit enclosed with vine-covered lattice.

A large gymnasium 70 x 40 feet occupies a corner of the ground and is used for gymnastics, basketball, boxing and indoor games of all kinds. Just outside the gymnasium a large space has been marked for development which may take the form of a splendid swimming pool.

Baseball is exceedingly popular in the evening hours. A set of bleachers capable of seating 750 people accommodates spectators. Evening activities are made possible through twenty 1000 watt electric lights which radiate a glow over the baseball field, tennis courts and the playground in general.

The Boy Scouts have a special room at the center fitted up for their use. The Camp Fire Girls, Monday Club, the Farm Bureau, the American Legion and other organizations hold their meetings at the building and do their share in providing entertainment for all menbers of the community. The Mexican Celebration of Independence was held at the center, which has become a real center of community life.

Very near the Community House is a piece of land about three acres in extent which may be developed as a bowling green. A miniature golf course may later be constructed there. Not far away a Rebote court built by the Mexicans in their leisure time and lighted at night has brought out thousands of Latin-Americans to participate in the community program.

From Penitentiary to Playground.—The site of Illinois' first public institution, the original State Penitentiary built in 1833, is now a children's playground. The ten acre prison yard now known as Uncle Remus' Park is providing play space for the hundreds of children of Alton.

Economy in Balls.—A. B. Wegener, Madison, New Jersey, suggests a new economy:

"Have you ever thought of making an outdoor basketball or volley ball out of an old worn indoor ball? It can be done!

"The outdoor balls are outseam balls and indoor ones are inseam ones. The indoor ball seams wear out more quickly than do the leather and are hard to resew but a much used ball is replaced by a new one. Instead of throwing it away, rip a seam large enough to turn the ball (leather cover) inside out. When this is done, the seams can be easily resewed where needed by hand or on a cobbler's machine, the bladder can be inserted and inflated. You will then have a ball suitable for long service on a rough out-

door court and it may be used without injury for soccer, football and other games as well."

Playgrounds and Juvenile Delinquency.—In calling attention in her annual report to the relationship between playgrounds and juvenile delinquency, Miss Esthyr Fitzgerald, Superintendent, Recreation Commission, Utica, New York, says, "During July no children were placed on probation. There were only four in August while the number of cases in September when the playgrounds were only maintained until the 15th of the month reached nine. In October there were thirty-one children placed on probation."

Front Lawn Theatre Groups.—To give no performance in any other place than in individual homes is the policy of Front Lawn Theatres Groups organized by the Arizona Street Players in San Diego. Christmas at Acorn Lodge was the title of the play written by a resident of the neighborhood which was produced at Christmas time by children between three and sixteen years of age.

Tests for Rural Districts.—The George Peabody College for Teachers at Nashville, Tennessee, has issued a series of athletic star tests for boys and girls of grades one to twelve, which is particularly well-adapted to the use of children in small isolated schools. The cost of equipment used does not exceed $4 and the tests are so simple that they may be used anywhere.

Camp Fire Optimism.—Last year the Camp Fire Girls conducted by the Recreation Commission of Highland Park, Michigan, sent out the following New Year's greeting:

If you really are discouraged
And are feeling mighty blue
Because of many failures
In
Nineteen
Twenty
Two;
Cheer up and square your shoulders
And of gloom just shake them free
Take a brace and try your hardest
In
Nineteen
Twenty
Three!!

A Good Resolution Tree.—A new idea for a New Year's celebration is the christening of a "good resolution" tree. This happened in the industrial section of Lake Charles, La., last January. Children wrote out resolutions and pinned them on the tree. Candy, fruit and nuts were given to all the boys and girls, and the Judge of the City Court gave a talk on "having more cooperation and less operation in 1923." A free radio concert by the Lake Charles Radio Company ended the program.

Another New Game.—"We have had a great deal of fun playing the following game which might be called Circle Pass and Run Relay," writes W. C. Mills, recreational director, Wabash Community Service. Each team is placed on one-half a circle at regular intervals, six or eight feet apart. Each team has a leader (A) who is given a basketball or volley ball. Leaders stand about eight feet apart. At the signal "go" the ball is passed as rapidly as possible around the circle until it reaches B who stands opposite A. When B receives the ball, he runs across the circle for the position occupied by A, the other players moving to the next position as he runs. The game continues until every player has run across the circle. The team wins whose captain first regains his usual position. The player running across the circle is not permitted to start the ball around again until he has crossed the line 10 feet from A.

Harry H. Moore offers the following suggestion in the *Nations's Health:*

"Turn the children out through the back door instead of the front. In every square block there is an open space in the rear of the houses, the combined backyards. This open space must always remain open and where the buildings consist of large apartment houses, the open space is fixed by law. These yards are usually illkept and surrounded by fences. The plan is to knock down the fences, cleaning the entire space, plant a little patch of grass or flowers and turn the unsightly and insanitary yards into a delightful breathing spot. Now in the center a little summer house or pergola with a sand box, on either side a six swing outfit, baby swings, a couple of slides, and a basket ball standard or two, and you have a delightful and protected playground for all of the child inhabitants of that square block and all for the cost of a medium low priced automobile."

Music at the Recreation Congress

The application of music to this conference was indicated by the title of the paper read by Professor Peter W. Dykema, "Music as Recreation." Not only the discussions of this subject, but especially the demonstrations made the delegates see the place of music in recreation as they had never glimpsed it before.

The musical feature of the Congress was undoubtedly the demonstration of instrumental music which closed the final evening. Indeed it was the sensation of the Congress. We owed this to the imagination and ingenuity of Professor Dykema. The two features of the demonstration were:

A. The teaching of 100 persons to play the ukulele within a few minutes' time.

B. Organizing an adult toy symphony of 150 players and directing it in pieces of classical music within a similar period.

This ambitious undertaking was made possible by the cooperation of a big manufacturer of instruments, The C. G. Conn Co., Ltd., which loaned the necessary instruments. A devoted group of volunteer assistants acted as leaders of the various orchestral sections, packed and unpacked the instruments and took charge of the sale of these.

The training of the ukulele players was accomplished as follows: The 100 players were first taught how to tune the instrument. Then charts were displayed showing how to play three fundamental chords as reproduced from the Community Service bulletin entitled "Revised Course in Ukulele Playing." First the entire group was instructed in the three chords and then the group was divided into three parts each of which was to play one of the chords. With these chords the ukulele orchestra then played the accompaniment for *Old Black Joe*, each group playing its chord at Mr. Dykema's signal. Finally the audience sang the song to the orchestra's accompaniment. All this was done in about twenty minutes. The audience were no more amazed and delighted than were the performers themselves at this unexpected chance for self-expression.

Next came the adult toy symphony. The noise-making instruments had been placed at the edge of the platform and the audience were invited to step forward and choose their own instrument. There was no hesitancy in doing so—in fact the supply of instruments was exhausted. The section representing each instrument was headed by a leader. These leaders had met during the afternoon and had rehearsed the selections with Mr. Dykema. Each instrument was indicated by one of the letters in the alphabet which the players of that instrument identified. First Mr. Dykema had the professional orchestra of five players play *La Cinquantaine* during which he had the volunteer orchestra perform merely by pointing to the various sections as they were to play. Next he displayed a huge chart showing an arrangement of Schubert's *Moment Musicale.* Lines indicated each measure in the composition and in those spaces were placed the letters indicating which choirs of the orchestra play at that time. The professional orchestra then started the music and Mr. Dykema directed the playing merely by indicating the proper measure with a pointer. The gradations of volume were indicated on the chart by the color: blue for a moderately loud tone, orange for very soft and red for very loud. Next the orchestra played the *Anvil Chorus* in which the percussion instruments had an especial chance for display. Finally the composition was given, with the audience singing the words under the direction of W. R. Waghorne, accompanied by the orchestra.

Again the delight of the players in their own performance was significant. They insisted upon a repetition of each of the numbers, and the pure joy reflected in their faces was a treat. Years had dropped from their shoulders as a result of their indulging in the primitive pleasure of rhythmical self-expression. As one woman said to Mr. Dykema, "I have all my life wanted to play some instrument and you cannot imagine what a thrill it was to me to play my simple instrument in the orchestra." This thrill was indicated by the intentness upon the faces of these adult performers, showing their determination not to be found wanting when the moment for playing should come.

Plan Easily Carried Out

Many of the players availed themselves of the opportunity of buying the instruments which they had played. They had at once grasped the idea that here was a use of music as recreation which could be adopted and which would be a most fruitful influence both socially and musically. For instance, one executive of a music association determined to introduce this feature among the business men's groups in his city to stir up interest in the coming Music Week. An executive of a park commission determined to introduce the feature to the local Rotary group in order that the latter might bring it forth at the International Rotary Convention.

In order to facilitate the carrying out of the plan locally every effort is now being made to place the details of it before the public. Mr. Dykema is preparing to have a somewhat reduced reproduction of the charts published for general use. Community Service will also issue a bulletin giving all the details of this activity. Furthermore Community Service will gladly loan the original large sized charts to local recreation associations upon the payment of a small sum to cover the cost of transportation.

In a similar way the "brass tacks" of learning to play the ukulele had been set before the Congress through the Community Service lessons on that instrument and by the sale of these after the instrument demonstrations.

Music Meetings

Before conducting these demonstrations Mr. Dykema had prepared the Congress for his practical treatment of music as recreation by his address on the subject at the General Session devoted to music. He sought to open the eyes of recreation directors who had been more or less deaf to the possibilities of music in their recreation systems. This was done by expressing the philosophy of such use of music and by giving concrete examples of activities that are being and might be more generally carried out. He also gave a brief report of the work of the committee on People's Songs formed at the last Congress, of which he is Chairman.

Committee on People's Songs

The work of the above committee was fully described at one of the section meetings on music. As a result, the meeting appointed a committee to draw up a resolution concerning the Committee on People's Songs to be prepared at the next general session. That resolution as adopted unanimously was the following:

Resolution

Whereas, this Recreation Congress has heard the report of the Committee on People's Songs on its initial year's work and it approves of the steps that have been taken to discover, inspire and foster worthy songs which reflect the life and ideals of the American people,

Be It Resolved, that the Congress heartily endorses the following list of twenty songs selected by the Committee as the best songs of American origin used in community singing:

> Old Folks at Home; My Old Kentucky Home; America; Old Black Joe; Dixie; Battle Hymn of the Republic; Carry Me Back to Old Virginny; There's a Long, Long Trail; America, The Beautiful; The Star-Spangled Banner; Home Sweet Home; Good Night, Ladies; Juanita; My Bonnie; Mother Machree; Till We Meet Again; Columbia, the Gem of the Ocean; When Good Fellows Get Together; Smiles; I've Been Working on the Railroad.

And be it further resolved, that it recommend that all social agencies aid not only in the frequent singing of these songs until our people can sing them from memory but also in giving wide publicity to the sketches of the history and significance of these songs.

Be it further resolved, that the Congress request that the Committee on People's Songs take steps toward creating in time a large national repertory by adding worthy, wholesome material, both old and new, to the list already selected for intensive attention and use.

Music Week Made National

Part of the above meeting was devoted to a discussion of Music Week led by F. H. Talbot, Executive Secretary of the Denver Music Week Association, who discussed the remarkable success of the Denver Music Week. Kenneth S. Clark told of the New York plan to combine the Music Week with the music competition idea. He also read a letter from C. M. Tremaine, Secretary of the National Music

(*Continued on page 545*)

Music as Recreation*

By Peter W. Dykema

Professor of Music at the University of Wisconsin, and Special Music Adviser for Community Service, New York City

Wide Range of Music as Recreation

No more striking exemplification of the wide range of the term recreation can be found than is furnished by music. Children dancing joyfully to the strains of a hand-organ; sedate critics listening pleasurably to a symphony concert; the tired workman at the close of day going eagerly with his instrument to a band rehearsal; the earnest piano student practicing five hours a day; the vocalist devoting years to the conquest of his art; the soldier boy shortening the long miles by singing on the march; worshippers in the cathedral forgetting the cares of life by joining in the hymns or listening to the tones of the organ—these and other varied examples show the sweep of music as recreation. The renewing of the spirit may be with music that is sad or gay, soothing or stimulating, with soft sweet tones or with those that are noisy and almost discordant. The person affected may be active or passive. He may himself be producing the music or he may be listening to others. There may be much, little, or no effort on his part. The test is to be found not in the amount of work or effort involved but in the degree of pleasurable change and rest which is developed. In this paper we shall not speak of the many other aspects of music—as inspirer of moods, teacher of patriotism, social welder, unsurpassed mind trainer, and high interpreter of life. We aim merely to focus attention upon some of the well established recreational uses and indicate some of those which are as yet but slightly used.

Are There Higher and Lower Recreations?

When we consider the many kinds of music which are used for recreation, we are forced to accept one or both of two conclusions, either that people are so different that what is flesh to one is poison to another, or that various kinds of music produce different types or stages of recreational effects. That is to say, either the high-brow and the low-brow are permanently different, or the one is an advanced development of the other. Why is it that the popular song delights hundreds of thousands and distresses thousands? Why is it that classical music produces transports of joy in the audience at the symphony concert and bores the untrained listener? Why is it, moreover, that occasionally the performer and admirer of this same classical music apparently at times takes delight in jazz? Why does the same music at different times please or disturb us? These contradictions which have led to an endless amount of discussion indicate that there must be a rather complex situation involved. Can we find any solution? Is there a distinction based upon the development of taste, the application of thought and study, the endeavoring to find in music something besides a simple stimulation of the sense of hearing?

When Is Sound, Music?

Music has frequently been called the universal language. Whatever this may mean in deep emotional messages, in music as recreation, this statement is true only when we accept a very broad definition for music itself. The Shah of Persia, in the story, thought that the symphony which the London Orchestra played was very disagreeable noise but was delighted with the sounds which the musicians played before the symphony began; namely, the vigorous tuning up. During the last few years we have been told by many a critic that jazz is not music at all, and still thousands of people maintain that this is their favorite music. What shall we say to the moanings and groanings of savage tribes which the historian tells us are their native music? What about the crooning of the old woman and the attempts at melody of the baby? Shall we rule out the fife and drum corps, the beating upon the tom-tom, the shaking of the rattle? Are these music? If we measure them merely by that craving which undoubtedly gave rise to music—

* Address delivered at Recreation Congress, Springfield, Illinois, October 10, 1923

namely, the desire for pleasant expressive sounds—we shall find hundreds of thousands of people who will call all these various sounds pleasant. Are they, therefore, music? Or shall we, comparing them with the artist's concert of today, assert that these are but feeble attempts, preliminary stages, toward real music?

We Need to Grow in Music

Music is a comparatively young art. Practically everything that we have in the remarkable development of modern music has come into being within the last four hundred years. Music was just starting when painting had reached a stage which has probably not since been surpassed. Sculpture and many aspects of architecture were full grown more than a thousand years before music emerged from its infancy, or, at least, adolescence.

As might well be expected, with the rapid and recent development of a highly individual art which requires unusual skill, the world, as a whole, has not kept pace with the more refined phases of music. Even when, as in our own country, the people are aware of these great changes in music, when they read about them, when they make them subjects of conversation, when they hear them in the concert hall, or in the home on the phonograph, this acquaintance is little more than a veneer covering their primitive musical tastes. It is not yet an integral part of their inner self. Four centuries are but a short period in comparison with the anthropological ages which have formed our solid and tough native barbaric musical background. Is it strange that we should occasionally revert to our savage musical tastes? How else can we charitably explain the pleasure that apparently normal people take in some of the rythmic cacophanies of the modern jazz dance orchestra? In this respect the treatment of the reaction to music must be similar to that in other branches of recreation. In our polite parlor games, the trained leader is never surprised when he sees men and women in evening dress revert to the tactics of the cave man. The problem is how to use and develop this vigorous native power.

This is not said in any cynical spirit and certainly there is no element of discouragement in it. It is simply a plea for the recognition of real human conditions and the treatment of our people according to what they are rather than what they seem to be or what we should like them to be.

Music and Other Recreations

If a comparison might be ventured with this allied field, we might say that in music as in games we must be willing to utilize and to guide these savage but virile instincts and tastes, because upon them, and them only, can be built an enduring appreciation of those higher developments which our leaders have evolved as desirable for us today. Golf, tennis, aesthetic dancing, chess, the reading of good books, joy in painting, sculpture, architecture, delight in fine music—these are acquired and not native tastes. But let it not be forgotten that all of these higher developments are reached through stages of simpler and rougher, more nearly primitive, activities. The task of the leader in every field is certainly to meet people where they are, but it is just as certainly a part of his task to guide them upward toward that goal which his greater wisdom, training, and experience have shown they must strive for if they would reach the type of citizenship which our country needs. Sincere, joyous, but constantly upward moving participation—is this not a phase which should characterize the activities of all social workers?

Not How Much But How Effective

Lest there be any misunderstanding by the many ardent workers for the best kind of music, let me say that I am by no means unaware of the remarkable achievements in music which have taken place in America in recent years. We have in many respects set an example to the world for musical activity and progress. Insofar as these efforts represent sincere appreciation of music, they not only have my sympathy but they represent the animating purpose of such endeavors and contributions as I may make in the field of music. But while I recognize that we are doing glorious things with advanced forms of music, while I rejoice at the wonderful foundations for a musical nation which are being laid in our public schools, I cannot overlook or neglect two important considerations: first, that much of our most remarkable music is carried on for reasons other than the love of the art, and secondly, there is an enormous majority of our population that is being touched slightly, if at all, by these striking musical

developments toward which we point with pride. I therefore speak as I do with no purpose of decrying or underestimating the finest manifestations of the best music but rather of pleading that at all times these and other manifestations be constantly subjected to the test of sincerity, and that, moreover, they be not allowed to blind us to the impoverished musical life of the great majority of our people to whom music is still a comparative stranger. More and better music, more deeply moving, more of our people—that must be the aim of every socially-minded musician.

Universal Participation in Music

What application has all of this to the immediate question of music and recreation? No more important conclusion may be drawn than the need of universal participation in the making of music. Every man and woman should sing and every man and woman should play some instrument. The community singing movement which lagged in the post-war days because of its over-stimulation during war time—just as a hot house flower when transplanted into the open has a hard time to survive the chilly days and lack of regular moisture which nature prescribes in order to insure hardy life—has again resumed that normal, healthy but slow growth which was well started before the war began. In scores of cities during the past year social workers who with much hesitation and serious doubts sought to reestablish community singing have been delighted to see what an eager and continuous response the people have given. The tremendous vogue of *Yes, We Have No Bananas* has again demonstrated that America wants to sing something, and the interest in the activities of the Committee on People's Songs which was formed at this Congress a year ago, has likewise demonstrated that the people, while in no whit abandoning their right to sing the song of the moment and then cast it aside, find a different and more abiding delight in the songs that last. You will be interested to hear the list of the twenty songs which, on the basis of numerous questionnaires sent to the leaders of community singing throughout the country, have been selected as the first group upon which attention will be centered for the coming year. This committee has prepared a series of human interest sketches of the history of these songs which will be syndicated to local newspapers by a news-feature association. If you believe that it will help raise the tone of the people of your community to have these songs become their constant companions and to be woven into their every-day lives, you can help by requesting the editor of your best paper to run this series of twenty articles and then giving frequent opportunities for singing the songs. Here is the list. How many of them can you sing when the text is before you, and how many—a woefully small number, I fear—can you sing from memory? *Old Folks at Home; My Old Kentucky Home; America; Old Black Joe; Dixie; Battle Hymn of the Republic; Carry Me Back to Old Virginny; There's a Long, Long Trail; America, the Beautiful; Star-Spangled Banner; Home, Sweet Home; Good-night Ladies; Juanita; My Bonnie; Mother Machree; Till We Meet Again; Columbia, The Gem of the Ocean; When Good Fellows Get Together; Smiles*, and *I've Been Working on the Railroad*

Universal Playing upon Instruments

Leaving the comparatively simple problem of developing conditions so that everybody may have the opportunity of singing, let us turn to the slightly cultivated field of universal participation in playing upon some instrument. There are certain values in instrumental music which are not found in singing. First of all, there is a greater absence of self-consciousness. In community singing we still have to break down the reluctance of some people to hear their own voices, but practically no one would think of himself if he were one of three hundred who were playing the same instruments. Again, there is in certain forms of instrumental music no requirement for one phase which is troublesome for many amateur singers—namely, that they themselves produce the proper tone. While some instruments, especially of the stringed type, and most of the wind instruments require that the player shall himself be able to conceive and produce the correct tone in a melody, there are others such as the piano and the organ and practically all of the host of instruments of percussion which merely require that the player shall press a key or hit the instrument in a certain way in order to have the right tone sound. A third advantage of instrumental music is found in the greater sweep and impersonality of

interpretation. A song with its one text necessarily has the meaning which is limited to the ideas expressed. An instrumental composition by its very lack of specific meaning allows the imagination of performer and listener to read into it as many interpretations as there are minds and moods involved. Moreover, this lack of definiteness allows the player to put expression into his music which may have a very deep and private significance to him, while to the listener it seems only a generalized emotional expression or one which is a private conception of the listener. A youth in love might be shy of singing the praises of his dear one in a song whose text to any adequate degree expressed his conception of her, but he could with safety and privacy and with the possibility of obtaining applause for his musical ability pour out in a trombone solo his deepest and most fervent heart thrills.

Can You Play an Instrument?

It is in connection with instrumental music that we may find a very practical application of the somewhat academic distinction made earlier in this paper concerning the primitive and later musical activities. In these days of virtuosi we have a tendency to measure all instrumental facility in terms of Kreisler or Paderewski or Casals or Salvi or Barrerre. Or if this repeating the great names be not a fair statement of our standards, is it not true that we at least think that no instrumental playing is really respectable or worth discussion unless it be upon one of the instruments requiring a highly developed technique? If I were to ask how many of you play an instrument, I doubt whether many of you would rise up proudly and say, "I play the bass drum, or the tambourine, or the gong, or the jew's harp, or the ukulele, or the mandolin, or the banjo, or even the guitar." And still I dare assert that there are a large number of you here who would get keen delight from many of these instruments. Was Shakespeare merely trying to ridicule Bottom when he had this bully weaver state "I have a reasonable good ear in music. Let's have the tongs and the bones," or was he faithfully depicting the honest musical enjoyment of thousands of common folk? These instruments have long furnished a large share of the delight which thousands of Americans have found in the music of the minstrel show circle. If we were all brave enough to speak our real sentiments, I believe that we should find many persons who would acknowledge greater delight in a mouth organ or a ukulele, playing a simple folk tune, than in a piano or violin playing a sonata or a concerto. I, for one, believe that if many people would allow themselves the enjoyment of some of these simple instruments they would get an honest pleasure from music which is now too frequently lacking and that they would be laying the foundation for an intelligent appreciation later on—either in themselves or their grandchildren—of the symphonic music of today and those productions of the ultra-modern composers which are now called the vagaries of the future.

Which? A Little? or Nothing?

But whether or not that is the course which must be pursued in listening to music, it is certain that there are thousands now living who will never have the pleasure of playing on an instrument unless they are content to acknowledge that their instrumental performing ability is at present no higher than that of the adult savages or civilized children and thus are willing to accept playing this type of instrument as an adequate expression of their present playing ability. Whether or not this will give them the pleasure and hence the recreation which savage people find in it, is a question that is open to discussion. There is, of course, the wide discrepancy between the musical taste as developed through hearing and the musical ability as developed through practice in playing. To most self-conscious people their playing would be so immature as to be merely funny. But this need not necessarily be so. There are possible fine musical effects with simple instruments played by novices. Tomorrow night at the play hour which is to be devoted to recreation through music we shall give all of you who are interested a chance to try out the theory. At that time we plan to have a grand orchestra of three hundred players made up of persons who do not play upon any instrument and who, preferably, have never attempted to play on an instrument. It is our hope that we shall give these three hundred performers, to say nothing of the listeners, a thrill, musical or otherwise, such as they have never had before. It will be recreation with at least some music involved.

A Substitute for Cigarettes

Passing beyond the instruments of percussion—for it is largely this type which we shall use in our symphony of tomorrow night—I wish to say a few words concerning some other lowly instruments. Just before I left Madison, there came to me from the national office of Community Service, a bulletin on harmonica tournaments. Besides giving simple directions for self-teaching, it told of developments in Philadelphia and New York City and smaller places in which thousands of boys have been interested in a mouth organ contest, the winner of which became almost a national figure because he was sent out at a princely salary on one of the vaudeville circuits. This inspiring of boys to play an instrument is as it should be. May we soon come to the time when every urchin will feel that a mouth organ is as much a part of his life equipment as a base-ball; so that eventually men travelling will repair to the lounging room, not to smoke cigarettes but to breath in and out sweet tunes from the harmonica.

Playing for Singing

We cannot consider in detail many other instruments, but we must mention the ukulele as typical of simple accompaniment instruments. No particular claims for music as emanating from this instrument can be made, if by music we always include the pleasant tonal possibilities of most modern instruments, the saxophone excepted, of course. But when we think of the pleasure which this instrument can give to the performer and when we think of the groups of people who are stimulated to singing by its rhythmic twang and the consequent pleasure that comes to them, who can fail to see a large and still woefully undeveloped field of recreation through the ukelele? If I may advertise a little more the play hour of tomorrow night, let me say that at that time we hope to place a hundred ukeleles in the hands of that many players who have never before held one, and that in the course of ten minutes we hope to have this group play an accompaniment to some one of the fine Stephen C. Foster songs which are included in the list of the Committee on People's Songs and to have you all sing to the accompaniment of these hundred ukelele players. Moreover, if these players give a good account of themselves, we may as the climax to one of the grand orchestra numbers add this hundred, making the overwhelming ensemble of four hundred players!

Recreation on a High Plane

Now, lest you feel that what I have said is too largely in a jocose vein and that I am not thinking very seriously on the question of music, or that at least I am not thinking of very serious developments of music, let me proceed to another phase. But I do not in the least retract what I have already stated. I do not recede an inch from the position that we need a vast amount of participation, yes, universal participation, in playing upon instruments even if they be of the very simplest kind. But there is a place in the field of recreation for higher, in fact, the very best types, of music. Glee clubs, choral societies, operas, vocal ensembles of all types have high recreative value, and they need to be much more seriously considered than they have been up to the present time. The chorus as a fine example of teamplay, of courtesy, of subordination of the part to the whole; the chorus as a means of having part in the revivifying by the singers of sublime moods which too seldom would otherwise be a part of their lives; the chorus as a means of a complete change from the cares of the work-a-day world through a high exaltation of spirit in great masterpieces—this is a type of recreation which for nobility of expression and wideness of possible participation can scarcely be parallelled in any other branch of recreation.

Music Workers for Playground Centers

Moreover, I wish to make a plea with the directors of municipal playgrounds that they give a larger place to instrumental music in their programs. Who that has watched the effect of a band or orchestra will doubt the high recreative and citizen-building character of these organizations? During the past summer I had the opportunity of visiting the playgrounds in a number of cities of the United States. My survey convinced me that a most valuable feature of the municipal playground system would be the addition of music workers, men and women who would develop and carry on music work which would parallel the splendid things that are being done in athletics and games. With the closing of the schools in the spring there are released not only those

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Drama in Country Communities*

By Professor Alfred G. Arvold
North Dakota Agricultural College

A little over three hundred years ago a group of people landed on the rockbound eastern coast of a country called America. They were a liberty-loving, a God-fearing people who wanted equality of opportunity and fraternity of human relationships. Through privation they learned to appreciate what we today call America the Beautiful. They first expressed this appreciation in having a Thanksgiving. With Elder Brewster, and Priscilla and John Alden, and Miles Standish, and with the picturesque Indians on the hillside as a background, we have a picture and a piece of drama that the world will long remember. It was drama because these folks—just ordinary folks—commemorated the ingathering of the food, and they were thankful to their Creator that they had food to eat and a place in which to live. To me it is one of the most significant pieces of drama in our American literature. It also has another important phase in that it was a neighborhood gathering, a community gathering. Out of this first Thanksgiving grew the old New England town meeting, the birthplace of American democracy. It was not long before other families settled in another section of America and formed another community, and then others. In other words there was territorial division of land, each with its own common interest, and they called it a community. Today in America, according to the best authorities, there are between ten and twelve thousand rural communities or small towns having a population of less than twenty-five hundred inhabitants. It is in these small towns, in these neighborhoods, that the spirit, or the heart, of America beats.

Several weeks ago the *Literary Digest* had an interesting article upon the twenty-five hundred mile journey of Warren G. Harding. It took the form of a conversation with a doughboy who stood by the casket in the coach. The doughboy said that while the sentiment of America was expressed as the train moved through the large centers of population, yet the greatest thing to him was to see that great outpouring of country folks from the small towns as the train passed through, and how even in Wyoming men and women and children came for hundreds of miles just to see the train pass by and to pay their respects to their dead President. Some of us have spent twenty years on this problem of the country town, and the longer we stay in it the more enthusiastic we become about it, because we know that America must not only keep that old-fashioned neighborhood spirit, but she must develop it in the years to come if she is to be the outstanding country of the world.

Understanding Main Street

There are some twelve thousand country towns in America. Of these 282 are up in North Dakota. I cannot say how many there are in Illinois, or Georgia, or Colorado or the other states of the Union, but I know from visiting every one of the 53 counties in North Dakota where are these 282 towns of less than 2500 inhabitants, that the problems of those towns in that state are the same as the problems in this state of Illinois, or of any other state in the Union. Why, for instance, did the girl in the story, *Main Street*, fail in the small town? Because she did not understand the town, just as the physician would fail if he undertook to cure his patient without first making a diagnosis. Naturally every one of us who are interested in these small towns and neighborhoods must understand our particular town, otherwise we cannot work effectively with the population and with the people of the outlying districts of these particular towns.

Several years ago it was my good fortune to take some ten people in the forty towns and 22 counties and present a play. My reason was to find out whether people really loved the drama in the country, and what were the characteristics of these towns. I sent one young man to the livery stable to ask about the roads,

*Address delivered at Recreation Congress, Springfield, Illinois October 9, 1923

for I knew that people had to have good roads if they came long miles to an entertainment. Another young man went into the basement of every church, schoolhouse, and village hall, to measure the halls, in order to find out whether there were adequate places in which to present that particular program. One young lady was sent to the music teachers and the playground people, or other people interested in play, to learn whether they ever did present festivals. Another young man found out how many clubs and organizations there were in the town or the surrounding country. In other words, we were trying to learn something about the particular communities in order to work effectively with them through the medium of the little country theater. Another worker found out about the nationalities in the state, for in order to understand the country town we must know something about its physical makeup to be sure, but we must also understand something about the people there. Do they come from New England or from the British Isles, from the Scandinavian countries or from Germany, France, Spain, Italy? Do they sense the beauty of this great country of America? Do they have social instincts? Do they have gatherings? Do they present home talent plays? Do they care about drama? One must diagnose the case of the community in which he would work.

Self-Expression Through the Drama

I believe that every man and every woman and every child has some dramatic instinct. What, for instance, are the characteristic activities of an average community? One is athletics, outdoor or indoor—the physical expression of the body. Second, exhibits—what people do with their hands—whether a woman with her needle makes something which she wants to show to her neighbors, or a man with his tools and a piece of wood has made something of which he is proud enough to show it to somebody. Third, music, vocal and instrumental. Fourth, the spoken word—addresses, debates, drama. Fifth, social functions—receptions, banquets, parties of various sorts where people come together and talk to one another.

These are the five characteristics we find in the country community. Every bit of work I have ever done I have organized under these divisions—what the community is, diagnosis and understanding of what the characteristic activities of the community are. Whether in city or in rural America you will have little trouble in getting folks interested in expressing themselves, for when people express themselves they learn those higher and finer instincts within them. Athletics, exhibits, music, the spoken word, and social functions—yes, these are the five characteristic activities. You and I, for instance, may be interested in all five of these, and some of us may be interested particularly in the drama. We have read about the feast of the Tabernacle, which was a piece of drama; or about the Cerealia of Rome, where young girls surrounded the chariot of Ceres and played around the chariot. The festival of Demetria was a piece of drama. In Chambers' *Book of Days* we find the story of Plow Monday in old England, when they dressed up the plow and people came together for holiday. When people get into drama, heart and soul, they begin to see that it is not simply a plaything, but that it is as deep a subject as any philosophy ever written. Take the books in the anthology of J. G. Frazer's *Golden Bough*, and see the stories and pieces of drama about how people of prehistoric times had ceremonies dealing with the rain, and the sun, the moon and the stars. Two years ago I was at the Library of Congress looking for Pickhart's *Ancient Ceremonies and Customs*, and last fall I received them from London—ten volumes—and in them I have found some of the most wonderful descriptions of processions and pageants, the dramatic expressions of peoples in the fourteenth, fifteenth, sixteenth and seventeenth centuries. These books all show drama has a tremendous background.

You people from New York City know as well as I about that theater in Long Island where a group of men and women are delving into the subject of light. They believe, and I believe, that some day you and I will go to a theater and instead of being entertained with the spoken word or with motion pictures, we will sit there and be entertained with light.

Producing Uncle Tom's Cabin

Last February eighteen people who today are out as county agents in the Northwest, were in a class of play production in the Little Country Theater. We talked over plays of all lengths and of all kinds in order to get

something to stimulate the imagination, that would get people to think in a creative way. We finally selected *Uncle Tom's Cabin*, although the group was divided. Some said it should be a tent show; others said it was possible to use the imagination there. I said, "We have no scenery—how would these green drapes do?" Drapes are always good in country dramatics where there is no scenery. Then came up the question of the ice—how were we to get Eliza across on the ice? This is how it was done, and it was so effective that all the people were set to wondering how it was done. We got two green benches and laid ordinary bed springs across them, then put pieces of ice on them and played the light on them, giving a cloudy, moving effect. It was extremely effective. That was the talk of the whole city of Fargo, how it was accomplished. They used their imagination. There wasn't a scene left out of that play, and we had no cheap barnstorming, either. That ice scene with Eliza crossing over was one of the most wonderful effects I have ever seen on the stage. We see and we learn something new in the drama every day by using our imagination.

Now, you will say, what about Eva up in the clouds? Well, we got a step ladder. Anyone who knows anything about the drama knows the possibilities of dramatic expression in a step ladder. We had Eva on a stepladder up in the midst of the green draperies, with the light thrown on her, again with the cloudy effect. And how about Uncle Tom and Eva's father? They were on the floor of the stage. How to make them seen without the light was a puzzle, but we finally worked out the simple plan of having a candle on the floor by each figure in such a way as to outline them as they knelt and looked up at Eva.

Seeing Art and Life through the Pageant

I believe in taking great stories, stories that are tremendous although they may not be the highest form of drama, like the *Bonnie Briar Bush*, the *Little Minister*, and others like them. In these country communities people do like the drama as well as in the cities. We make too much distinction between the country and the city, I believe. Folks are folks wherever found, and all of us in America and especially in Illinois and Wisconsin and other great agricultural commonwealths in the Northwest today understand the importance of a happy, contented country citizenry. And that is why men of affairs are turning their energies toward this problem of outdoors where so many millions of Americans live.

Supposing in the State of Illinois every county would present a history of that particular county through the medium of the drama, and that form of drama called the pageant. It would take five or ten years to do it, but would not the people of Illinois see history, see art, see themselves? And wouldn't it arouse a keener sense of apprecation of this great commonwealth? Not only that, but the historical pageant gets men and women thinking historically correctly. For instance, they wanted to have a pageant in Ransom County in my own state. I told them they would need a thousand to fifteen hundred people in it. They said they thought they could get from six to seven hundred, but they finally did have twelve to fifteen hundred people in it and a band of fifty to seventy-five pieces. It was wonderful. People had an idea that a battle had been fought at Fort Ransom at one time, so they started to get the facts, but they could not find the data. Now it is firmly established that there never was a battle fought there. There was one old soldier in the pageant, ninety-seven years old, and he now swears that no battle was ever fought there. And all the people in the neighborhood now believe it.

Rural Artists

In organizing a whole county you have to have the pioneer, the first settler, and so go on down to the present time. One night out at Fort Ransom we were talking about the old sod houses, or shanties, and I decided we could build a reproduction of the first sod shanty and carry it up to the place of the pageant, also the first log cabin. And we did. It was a beautiful job, artistically done. There is a lot of art out in the country, if you only find ways of bringing it out. After that meeting, four weeks before the pageant, a man came up to me and said, "You are to stay with me tonight. My boy John was with you at one time." So his boys brought the car around, and when we got half way up the hill we ran out of gas, so he said "You and I will get out here and stand, while the boys go back after the gas." It was a very interesting spot.

Instead of standing we walked over to the cemetery where there were a whole lot of Indians buried, and they claimed some of the white soldiers were buried there too. My host said, "My friend Carl, over here, is making a pipe organ by hand." I said at once, "We will go over and see Carl, who is doing that thing." So next morning he took me over there, and in the kitchen we found a gracious old lady with a beautiful smile—seventy-five years of age, and with the calloused hand of the pioneer. She would have been a wonderful character for a play. She took us into the other room to see the pipe organ. Later Carl came in from the field in his farm clothes, overalls and old hat, and I said to him, "Did you make these pipes?" He said, "Yes, I made them by hand." "Did you make these keys?" "Yes, I carved them by hand." "And the stops?" "Yes." "These little funnels?" "Yes." He had an honest face, still it was hard for me to believe. I asked him to play, and he sat down and played. He played good music. There we were, twenty miles from a railroad, and here was a man nobody knew about, spending his winters thus. He had been an observing man. His pipe organ is not finished yet. The ceiling is too low and he will have to wait till he can build an addition to the house before he can complete the organ! If you and I could visit the ten to twelve thousand communities in America and just see, and not only see, but inspire and encourage people in art, in dramatic expression, what a tremendous civilization we would have. Drama is a medium through which America will eventually express its highest and its finest ideals.

Take the *Bonnie Briar Bush*. You remember the story, how old Lachlan Campbell becomes angry with his daughter because she has fallen in love with somebody he doesn't like, and how in the play he has to drag her across the stage and push her out, and shut the door. We had a young lad from Illinois in the part. He rehearsed it over and over, and finally when he had fastened the door latch he walked over to the shelf, took down the candle, looked out of the window and saw his daughter going away. This is the thing that struck me. This young man sat down at the table, took the daughter's sunbonnet and put it up to his own eyes and leaned over and cried like a baby; then the strings dropped down over the end of the table. He worked on that for hours at a time, and when the play was given there was not a dry eye in the audience. There was a great piece of playing done by a country lad.

Dirt Farmers and Art

One more instance. A year ago somebody wanted to know in another section of the country if we actually had a cast entirely made up of dirt farmers. In Bergen County, there is a farmers' club. They have money saved now to build a community hall out there on the prairie. They wanted to put on a play, and chose a rural play. To make certain that everyone really lived on a farm I took a photographer and went up there the week before they presented the play. There were ten in the cast, and the number of acres of land they represented was nearly six thousand. Six of the ten had parents who had been born in foreign countries. All of them were enthusiastic about plays. They presented their play in a barn which has the best acoustics of any theater that I know in America. The owner is proud of the fact that that barn is used for drama. The makeup was done in stalls. Seven hundred people were packed up to the rafters—and the ventilation was splendid! There was the big door, of course, and there were windows at the sides. They had an excellent orchestra, and they used the green drapes. In North Dakota they never start a play until nine o'clock, and it was eleven-fifteen when it finished.

Art Appreciation

It is well to watch the crowd, and go out amongst the crowd, and there you will find the real dramatic criticism. The crowd came out of that barn, and among them were the county sheriff and the deputies. There were over a thousand cars parked, but the people did not go right home. They had a big light on a telephone post, and the crowd stayed around to discuss the play and have some refreshments. I mingled with them and found that the people, some of them, read great literature. One man started to talk about Ibsen to me—a man you would least expect it of. One asked me if I had ever seen any of Shakespeare's plays given. This kind of thing gets people out of themselves. The drama is a mirror in which our actions are reflected. We cannot teach it in schools. We have to understand people, to watch them every day. In Minnesota there is a man who is a great genius at makeup—he was once with

Sarah Bernhardt—and he told me he always goes where people are and watches their faces. That is what we have to do in drama. We cannot tell people how to do it, but we must be with people and inspire them and do it with them. We can all bend our efforts to teach people how to appreciate drama, although we may not be able to write great plays.

I want to invite all of you folks to be in Fargo on the tenth, eleventh and twelfth of February, when our Little Country Theater will be ten years old. We are going to present plans then, have speakers, and discuss country drama.

Community Drama*

A variety of technical problems absorbed the attention of those attending the two section meetings on Community Drama. How to arrange draperies and cycloramas for the use of community player groups; the use of drama in the church and methods of production; the value of music as an adjunct to the community theater; the technique of pageantry production; costuming and stage grouping; construction and painting of stage scenery; lighting; home made equipment; bibliographies; royalties, and good one- and three-act plays were some of the subjects discussed.

Lorado Taft spoke of the beauty of architectural units for stage settings and Harold Ehrensperger, Secretary of the Drama League of America, told of the work of the League and the assistance it is prepared to give community player groups.

Much of the discussion at the second section meeting centered around the importance of leadership in a Community Drama movement, the discovery and development of local talent and the value of the drama institute as a training medium. The importance of developing an audience for Community Drama was also stressed and an appreciation of art which will find expression in high ideals of Community Drama.

The production and direction of community plays and festivals; work-shop methods for community theaters, construction of properties and stage equipment, organization for Community Drama, publicity and programs and similar practical considerations were further discussed at this meeting.

*Discussion at section meetings, Recreation Congress, Springfield, October 9, 1923

What Does a Community Drama Organizer Do?

"Just a few things"—quickly comes the answer from one who knows—namely, a community drama organizer himself! And he quotes a recent experience covering a two-weeks period of work in a Pennsylvania city.

Here are some of the organizer's activities:

Eight evenings of lecture periods and demonstrations covering pageantry, junior drama, high school drama, church drama, organization for community drama, shop work, methods and demonstrations in stage lighting, scenery, make-up and other play production problems

Special sessions for Masons

Address on Community Drama before the Rotary Club

Assistance in organization of Drama Club at the High School

Work with Manual Training Department at the High School which constructed a new stage and 12 complete reostats or dimmers for new lights

Work with High School Domestic Science Department which made a front curtain, grand drapery and teaser, as well as border cyclorama for the new stage

Work with Home Making Department at the High School which took some old discarded material and dyed it for a front curtain

Preparation of daily articles for the papers

Supervision of construction of new proscenium arch and fore stage of High School, and of installation of new electrical equipment

Conference with School Board at special meeting at which permission was received to spend not more than a thousand dollars in improvement of High School auditorium, money to be provided from the receipts of Drama Institute, proceeds of play and contributions from Women's Club, Senior Class at High School, High School Drama Club and proceeds from lecture course

Designing and supervision of making of costumes

Casting, rehearsing and producing three one-act plays for public presentation at completion of Institute.

A special organizer of community drama has little difficulty in finding things to do!

Social Recreation*

Social recreation is an exceedingly important part of the community-wide recreation program. It is successful only when the program has been carefully planned and trained leadership provided. It is important to have a certain amount of equipment such as picnic kits and game supplies which can be loaned to community groups; the primary factor, however, is leadership.

This was the thought—stressed at the section meeting where were discussed phases of the social recreation program. C. E. Brewer, Recreation Commissioner in Detroit, talked on social dancing and discussed methods through which attendance might be secured and regulated. He spoke of the plan of having registration or membership cards, of club organization and the issuing to workers in industrial plants tickets signed by a leader in the plant. He also spoke of the advisability of having a neighborhood committee which would vouch for the people attending the dance.

On the supervisory side Mr. Brewer suggested the plan followed in Detroit of using a paid supervisor from the Recreation Department or a floor manager selected by the neighborhood committee in charge of the dance.

The places for holding dances may be the school gymnasium or kindergarten, the community center or halls which measure up to the requirements of good ventilation, comfort and adequate checking facilities.

Music is a very important factor of the dance. It may be a volunteer orchestra, or the cost of engaging an orchestra may be defrayed by the neighborhood committee or by membership dues.

Social Parties and Entertainments

Miss Nina Lamkin of the Recreation Commission, Highland Park, Michigan, pointed out that parties and entertainments are the stepping stones to more far-reaching activities. Charades, pantomines and simple dramatics may be the opening wedge to pageants and community-wide celebrations.

Organization

In organizing social recreation it is important to have a social committee to provide leaders, equipment and hostesses and to outline the program. Further, it is important to train leaders. This may be done through institutes in games, dramatics and music.

Equipment

In determining the necessary equipment it is important to consider the hall or place where the entertainment is to be held, the music and the game equipment needed.

Group for Games

In organizing games it is desirable to use devices for getting people into small groups and giving each group an assignment on the program. Social recreation develops individual and small group expression which may later be used for larger community affairs.

Game Evenings

In a Game Evening social, dramatic and musical types of entertainment are planned to make up a well-rounded program.

Block Parties

One phase of the social recreation program are the block parties often given under the auspices of neighborhood committees or recreation departments. In planning such parties the cooperation of the Police Department is essential. The streets selected for the parties are closed to traffic, covered with sawdust and lighted from the halls of the neighbors, by the lights of automobiles or through the cooperation of the Public Service. Music is furnished by band or orchestra. Block parties may have a program of dancing, singing, games and marches for adults with ring games for children. They may also provide for the playing of horseshoes, volley ball and similar games on the side-lines. Roller skating furnishes still another form of block parties. There may be special evenings for adults and special hours for children.

* Discussion at Recreation Congress, Springfield, Illinois, October 10, 1923

Social Dancing in the West Park Recreation Centers of Chicago, Illinois

By T. J. Smergalski

Superintendent of Recreation

The frequency of the inquiries regarding the conduct of dances in community centers indicates what a knotty problem this is. The wide-spread interest in the discussions of dances at the Atlantic City Congress and in the printed reports of these discussions suggest that many workers wish light from the experience of others. Of course in many communities the sentiment of the community forbids dancing and the recreation system is entirely relieved of responsibility. But in other communities, especially the large cities, the problem salutes the worker every week of the year. Comments upon Mr. Smergalski's article or suggestions from others' experiences are invited.—Editor.

"Do you conduct community dances in your centers?" "How do you do it?" "What is your success?" Questions of this nature are frequently asked of Recreation Boards, Park Boards and similar bodies promoting this form of recreation. The Recreation Office of the Board of West Chicago Park Commissioners has received its share of such inquiries. In answering them the Office has always been guided by a conservative attitude. Public dances are not easy to handle, and neighborhood conditions are so variable from year to year that one cannot speak so assuredly of success in this activity as he can of other recreation activities. We have now, however, reached our fifteenth year of operation, and can perhaps weigh our reasons for success.

I presume that not what we did but what we are now doing is the immediate point of interest. To add significance to the present, however, it is necessary here to review briefly some phases of our early history.

In The "Early Days"

Our first efforts comprised two kinds of dances, those given by neighborhood clubs and organizations under their own supervision and at their own expense, and those given by the Park Staff as an organized part of the recreation program of the center. The former were of a private character, and our supervision consisted mainly of police service. No charge was made for the use of the hall but neither was the public allowed to make a charge or collect any admission on or off the premises. Such groups had to finance these dances out of their own treasury. The latter, that is the community dances sponsored by us, consisted of so-called open dances to which anyone and everyone was invited. The Park Board furnished, free of charge, the music, (which consisted of a piano only), provided the wardrobe help, the supervision—services of a director, recreation leader and a police officer, and in general gave such other service as was necessary for the convenience and comfort of the public. Virtually the public did nothing but dance and enjoy—it assumed no direct responsibility for the conduct of the dance. The communities being strongly cosmopolitan, the attendance was naturally heterogeneous, and therefore, at times, somewhat hard to direct in behavior. But in those days there was this advantage, namely, that since only the waltz and two steps were in vogue, the attendant evils of the modern styles of dancing did not have to be watched and directed. These social evenings were generally conducted weekly, from about October 1st to March 1st, with from eighty to two hundred fifty people present at one of these dances. Though our centers were new in service, and the public more or less untrained in this form of pleasure, these dances were nevertheless conducted with creditable success.

The Old Order Passes

Gradually, however, with the introduction of the modern styles of dancing and syncopated music, conditions changed. The parks, where only the two step and waltz were allowed, lost their appeal, and the piano music alone proved

rather inadequate to suit the taste of the young. Therefore interest waned. Further, with the wave of financial prosperity, when money for recreation seemed plentiful, and with the growing tendency on the part of the people, especially the youth, to buy pleasure, our efforts to provide everything free of charge and assume all responsibility seemed to receive less appreciation. No cost, no responsibilities, therefore little appreciation, if any.

To meet this developing need the Park Board decided to teach dancing, an activity apart from the community dance, establish an entry fee to the weekly dances, and get participants to share part of the responsibility of supervision. As for the dances conducted by individuals, clubs and organizations, the Board decided to make a rental charge for the use of the hall and in turn the public was entitled to charge an entry fee and to establish a new set of rules and regulations which would assure us the best character of public dances. This policy has proven to be practical and effective in both instances. To-day our results are characterized "as teaching and providing means for a constant stream of young men and women to assume and to hold an honorable place in the social life of the community."

The Present Plan

In detail, what is the present plan of operation?

To begin with, we have for a number of years now held at each one of our centers a number of classes in social dancing under the direction of women recreation leaders, regularly paid employees. At each one of these centers there are from two to four of the classes in which the members receive instruction in the waltz, two step, one step, fox trot, position and general social behavior. Most of these classes are conducted on a plan of segregation, as experience has proven that the idea of separate instruction for young men and women is the most desirable and effective. There are a number of difficulties in beginners' mixed classes; shyness, diffidence, and similar characteristics, which are hard to overcome. In separate classes this difficulty is not present. It further appears that after a young man and woman learn to dance, their shyness and modesty are less of an impediment. Each class has a membership of from thirty to eighty persons, meeting once a week from 8 to 10 P. M. The period of instruction is from two to three months. The extent of interest and influence of these classes can be illustrated by a single instance of experience at Shedd Park, where during the first three weeks of the month of October seven hundred persons registered for instruction. No charge is made for this instruction, but young men must be over eighteen, and young women over sixteen years of age. We have graduated to date from these classes at all of our centers, about twenty thousand persons. Many of these graduates naturally wish to continue their affiliation with the social activities of the park. Hence, a large proportion of the patronage of our weekly community dances consists of these graduates. They contribute in no small measure to their success.

Sharing the Responsibility

Our community dances begin with the opening of our indoor activities. Shortly before this date, the playground director of each center, and his woman recreation leader invite a small group of trusted young men, known because of their faithful affiliation with other park activities, to assume with them the responsibility of conducting a series of social dances. A so-called chairman and treasurer are usually chosen, a floor committee selected, a nominal entry charge of from 10¢ to 25¢ is decided upon, the exact amount depending upon the capacity of the hall and the anticipated attendance, tickets are printed, and the group sets out to advertise and draw an attendance of desirable people of the community. In some instances the members of our classes in social dancing, which, as has been stated above is a separate activity, form a nucleus for this undertaking. Again, at some of the centers the playground director himself arranges for the first dance of the season, and gives those assembled an opportunity to have a voice in the selection of leaders and decision of other matters. In all three methods of initiation, the patrons of the dance are given an opportunity to express their wishes from time to time as to the character of music, the admission charge, the matter of taxing themselves an additional amount of money to defray the expense of printing special invitations, decorations, refreshments and novelties for some special holiday dance and the like. If a surplus of money is at any time collected, they help to determine what disposition is to be made of it. Of course all dances are so conducted as to be non-profitable to the Board or any one concerned. No money must be made other than

what is needed to pay for the cost of music and other services.

Leaderspip

In addition to the floor committee, which helps to maintain order and prevent improper forms of dancing, the playground director and the recreation leader of the park staff are present to help entertain and supervise the dances. The recreation leader in particular is a good hostess. She is at the door to greet the public, helps to get the dancers acquainted with one another, occasionally introduces novelty stunts between the dances, explains to strangers and also persons who fail to conform to our requirements what is expected of them, and in general helps to radiate a social spirit among those assembled throughout the evening. Occasionally the park officer ventures into the hall. The effect of his presence in a public recreational institution is not to be minimized.

Rules and Regulations

Modern styles of dancing are permitted, but there are restrictions as to position of the body of dancers, age of admission, music played, smoking and similar matters. Some of the salient rules are as follows:

1. Only young women over sixteen and young men over eighteen years of age are allowed.
2. Entry is not permitted in the hall until after wardrobe is checked.
3. Neat appearance and suitable clothing is absolutely required, otherwise entry is denied.
4. Boisterous conduct is not allowed at any time.
5. Smoking is allowed on the outdoor veranda or balcony only.
6. Hours are from 8 to 12 P. M.
7. Overcrowding of the hall is not permitted. After the dancing capacity is reached, further entry to persons is denied.
8. Ragtime music or any other music with suggestive titles or words, or with any form of improper dancing as mentioned above, is positively prohibited. All music must conform to the proper movement of the dance.

Aside from our particular effort in promoting social dancing as an organized park activity, the assembly halls are rented to individuals, groups, clubs and organizations of the community, for dances, bunco parties and entertainments. A nominal rental charge is made and the users in turn may charge an admission fee not to exceed one dollar per person, but this money cannot be collected on the park premises. Tickets are usually printed and sold by the group or organization before the dance. All persons wishing to use the hall apply at the park personally and fill out an application of which the following is an example, and also subscribe to the observation of certain rules which follow here:

Name of Applicant.....
Address of Applicant.....
Organization Represented.....
What is the hall to be used for?.....
Date desired..... Hours..... Age of persons who will attend..... No.....
Will an admission charge be made?..... Amount.....
Will a wardrobe charge be made?..... Amount.....
Will a collection be taken up?.....
Will refreshments be served.....
Is the use of the park wardrobe checks, dishes and other equipment desired.....
Date of application.....

Recommended by.....
Director of Park

Approved by.....
Superintendent of Recreation Centers

.....
Secretary

War tax must be paid by the Applicant.

This Permit Is Issued Subject to the Following Rules:

1. A person must be placed at the door of the hall to receive tickets, give passes and see that only invited and desired persons enter the hall.
2. A person must be placed in charge of the wardrobe and a floor committee must be placed in charge of supervising the dancing.
3. The person or organization to whom a permit is issued, is kindly requested to assist in preventing all forms of improper, indecent or freak dancing, and to aid in the establishment of the best standards.
4. The following forms of dancing are strictly prohibited:
   (a) Close Dancing. An open space must be maintained between two dancers, and the faces must not be held so as to touch each other.
   (b) Improper Position. The position or posture of dancers should be erect and respectable, and the position of the arms such as not to give the dancers a distorted position of the body.
   (c) Objectionable Dancing. All dancing must be void of freak, unnecessary or indecent movements of any part of the body, such as suggestive wiggling, frequent low dipping, extreme swaying.
5. Tagtime music or any other music with suggestive title or words, or with any form of improper dancing as mentioned above, is positively prohibited. All music must conform to the proper movement of the dance.
6. No inappropriate advertising announcements can be made or distributed.
7. Time expires as stated in the permit. Do not ask the police officer for any extension of the time; he has no authority to grant it.
8. The person or organization to whom this permit is issued is responsible for the conduct of the crowd and the destruction or abuse of any park property.
9. Persons who do not comply with the above rules will be required to forfeit the use of the hall. No rental charge will be refunded.
10. A rental charge of $5.00 is made for the use of the hall in the afternoon, $10.00 for use in the evening except Saturday evening and Holidays, for which a charge of $15.00 is made.

11. Free use of the hall may be obtained only for certain kinds of educational and recreational purposes, and for certain kinds of children's activities, at which no admission charge or collection can be made.

NOTE: Arrangements for the use of park wardrobe, checks, dishes or other accessories must be made personally with the director of the park at least a day in advance, and a reasonable deposit must be made to cover possible loss or breakage of the same. Dishes must be washed and returned in the condition received.

FOR FURTHER INFORMATION APPLY TO THE DIRECTOR OF THE PARK

A point worthy of emphasis here is that most of our buildings are equipped with a kitchenette, which includes either an electric or gas stove and dishes and cooking utensils for the accommodation of about one hundred persons. So great has been the demand for the use of this equipment that we consider it to be quite a factor in aiding us to conduct successfully public dances. Of course, most of these dances are more or less private, as admission is gained only by personal invitation or the purchase of a ticket. However, the group in charge of the dance cannot bar any stranger if he has a ticket or invitation and is willing to abide by the rules of the hall.

Of the 1865 uses made of our Assembly Halls during the last year, 478 were dances, 228 socials, and 182 entertainments. The remainder of uses consisted of concerts, educational gatherings, lectures, rehearsals and holiday celebrations. The total attendance at the dances and socials approximated about 100,000 persons.

Let it not be assumed that we have not had our share of difficulty in meeting effectively the social dance problem in our cosmopolitan communities! Some unpleasant occurrences have accompanied some of our dances. We have, however, tried to meet the problem by constructive rather than repressive measures. The provision of dancing instruction, better music, light, heat, and ventilation, the maintenance of definite standards and the exercise of fair but firm supervision of our activities, and the good will of the parents and clergy enlisted by not having dances on Sundays or holidays have made possible our success. Young men and women rise to responsibility readily and assume it if you but teach responsibility, not merely exact it. Youth obeys, if discipline results from wholesome activity, and is not something apart from an activity. Youth gladly pays for pleasure of this kind, if its character is better than that which it can obtain elsewhere in the neighborhood. The principle of having youth put effort into pleasure and also pay for it, seems fundamentally correct and gives promise of the best results, social and moral.

In conclusion, it may be said that if we are succeeding as we think we are, it is because we are furnishing something better and under better conditions than anybody else in the community is offering.

We therefore commend our method of service to those interested in the promotion of this activity on a fair basis for wholesome, decent and beneficial results.

Music at the Recreation Congress

(*Continued from page 532*)

Week Committee, who related the purposes of the National Music Week and the plans for carrying it out. A great variety of literature on Music Week contributed by Mr. Tremaine was given out to those present.

Music as a Healer

It had been planned that the other music section meeting should be addressed by Willem Van De Wall, Director of the Committee for the Study of Music in Institutions, but he was unable to be present. However, the Congress was fortunate in having present two delegates who have been closely associated with Mr. Van De Wall in his curative use of music—R. K. Atkinson, Assistant in Institutional Recreation of the Russell Sage Foundation, and Lee F. Hanmer, Director, Department of Recreation of the same organization. Great interest was manifested in the discussion of Mr. Van De Wall's work, and that interest was capitalized for future action by a recommendation to those present that they obtain the booklets on the subject written by Mr. Van De Wall, and that they arrange to have carried out as far as possible in their communities some such work as that of Mr. Van De Wall's. These books were reviewed at length in THE PLAYGROUND for August.

Community Singing a Feature

Community singing was featured at all the evening sessions and at some of the daytime meetings.

Amateurism in Life

By
GUSTAVUS TOWN KIRBY

Marriage, citizenship and religion are sacred because they are based on love. When professionalized by use for pecuniary gain, they become sordid and something precious dies.

The professional usually has as his goal the almighty dollar—and little else; the amateur as his, the love of his effort.

It is an honorable thing to work for a living, and it is just as honorable whether the work be performed with the hands or with the mind, whether by the "doctor or lawyer" or by the "merchant or chief," and whether in the field of professional or business life or in that of sport. But none of these can have that tremendous personal satisfaction in the success of their efforts, that fullness of joy which comes to the amateur in the same field who made the struggle merely for the love of it.

The "doctor, lawyer, merchant, chief" should each measure the result of his effort by other than its monetary value. "It is easy for the rich to be honest," but how few others are ethically big enough to make the financial return to themselves subordinate to the benefit of their efforts to others.

The amateur who pursues his vocation or avocation primarily for the love of it is less easily tempted toward dishonesty than the professional.

The menace of the dishonest professional is great, but it is nothing compared to that of the dishonest amateur who is doubly a crook in that he is not only a hypocrite sailing under the false colors of amateurism, but a thief in that he is taking a reward to which he is not justly entitled. The crooked jockey who throws his race, the ball player who sells his game or the golf player who bunkers his ball in the money pot of his dishonest gain, are honorable compared with the amateur who does the same thing in a more "gentlemanly" manner

The professor, statesman, sportsman should teach these truths. If they will do it, we may hope to see idealism supplant avariciousness; and honesty, hypocrisy.

"Slide, Jimmy, Slide"

By
VICTOR R. MANNING

The carnival was in town and Jim was taking Little Jim, aged seven, to see the sights. To be sure, there wasn't much self-expression to be derived by young Jim from seeing the snake charmer, the sword swallower, the fat lady and the tight rope walker—perhaps not even from the shootin' gallery at his age, but anyway, it would be exciting and Jim was rather proud of the excitement in the old town. For hadn't he been one of the Committee from the Boosters' Club that had brought the show on for three days, and weren't the streets just crowded with people?

But Jim in planning the excursion hadn't reckoned with boyhood or the playground in another less prosperous neighborhood. There wasn't any where Little Jim lived; playgrounds were planned there for the poorer neighborhood. The homes of the better families had large yards in which to play. (You know the old argument, "Plenty of space—we don't need 'em".)

As they passed the playground a crowd of youngsters were lined up before the ladder to the slide and nothing would do but Little Jim must try it—carnival or no carnival. So he tried it once and shouted with joy. Then he dashed to the head of the line and tried to beat the others to it. But the boy next in line yelled, "What's the matter with youse? Ain't you ever been on the playground before? Get in line and take your turn." So Little Jim did, and Big Jim watched his son learn fair play.

Well, there wasn't any carnival for Big Jim and Little Jim that afternoon. Little Jim stayed to enjoy the slide, the swings, the teeter, and Big Jim learned what this playground business was all about.

They say that Little Jim trudged many blocks to that playground all summer and Big Jim is out working for an appropriation for year 'round recreation, and there may be a playground in Little Jim's district next summer.

"*Slide, Jimmy, slide.*"

TOWN TALK knows several families who on symphony concerts evening "by request" have to eat their dinner early, so the maids can go to the symphony.

The foundation of Americanism is communityism.

A nation can survive the facts of class consciousness, the presence of the ultra rich and the ultra poor, masses of education and masses of ignorance, if there exists and persists a community spirit that tends to ameliorate and eventually cure dangerous problems because of the spread of kindly interest in the community without Pecksniffian affectation.

Otheman Stevens in Los Angeles Examiner.

How Can I Become A Good Citizen of Connecticut?*

By

IDA GITLIN

The curfew bell slowly rang the bedtime hour. "Goodbye, goodbye," it seemed to say to six freshly washed girls and boys tucked up in bed, and tears slowly welled up to the eyes which the Sandman refused to close. They were tears of joy and sorrow, for on the morrow those six children (of which I was one) were to leave the little Russian village where they had been born, where they had laughed and played and cried, and were to start off on a long, long journey to a beautiful land across the ocean. People said that in that wonderful land the streets were paved with gold, that freedom of thought and speech were allowed, that no king ruled with a tyrannical hand and sent soldiers to arrest people who wanted to be educated and who rebelled against the heavy, oppressive rule of the Czar. All these things were said in voices filled with awe and rapture. Thinking of them, the tears were soon all dried up and there was only gladness in the hearts of the six little boys and girls. After all, wasn't that land called "America" as nice as Russia, and weren't there lots of little boys and girls there who would play with them? Joy hastened the Sandman and, as the curfew tolled out its last chime, six pairs of eyes closed in slumber while six happy hearts waited for the Dawn of the New Tomorrow.

Days lengthened into weeks, weeks into months and at last, after much journeying, we came to America and my family settled in New Haven. We didn't find gold in the streets, neither did we find wealth and plenty awaiting us; but we found something which was worth more to us. We found the right to think and talk, we found opportunities to earn a living and to get an education, we found freedom from persecution. Perhaps, to you Americans who have been clothed in such free surroundings ever since you were born, these things do not mean much to you. But to us it meant the satisfying of hearts which had long been deprived. It meant life, joyous, glorious life without restrictions, except those set by men who loved liberty and freedom. At last we had found a real home and were ready to begin life all over again. We had come into our own.

In the eight years that have passed between the time of our landing in America and now, many eventful things have happened. War has visited the lands over there and has left desolation behind it. Hunger and ruin stalk around like grim ghosts. Many and many is the time I have gone down on my knees and thanked God because He brought us into this land and left us in such safe keeping. Some day I mean to repay America for all she has done for me and mine. The debt is a big one, but I can begin to repay it right now by becoming a good citizen of America, my country, Connecticut, my state, and New Haven, my city.

And how can I become a good citizen? I will be loyal to every legitimate social institution with which I am connected, loyal to the respective groups to which I belong, for loyalty is a chief citizen's virtue. I will seek the best in my family, my state, my nation for: "I believe in the United States of America as a government of the people, by the people, for the people," whose just powers are derived from the consent of the governed, a democracy in a republic; a sovereign nation of many sovereign states; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I, therefore, believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

Believing all these things, I cannot help being a good citizen if I put my beliefs into actions. Therefore, besides being loyal and finding only the best in things, I will play the game of life and play it in a true and square way. Playing fair and giving a square deal will be my aim.

My country, my state and my city will be exactly what I make it, for is not the character of all three determined by the people living in it —the citizens? The greatness of a country is not measured by what it has in land, productions, trades and educational institutions. If the citizens are intelligent and patriotic, ready at all times to do their duty in the interest of the public good, the future of the country is assured.

Then some day I will be a voter. In the few years which must elapse between now and then,

*This essay, written by a fourteen-year-old girl, won the prize offered by the Colonial Dames of Connecticut for the best essay on this subject. It is published by the courtesy of the Prize Essay Committee, Colonial Dames of Connecticut.

I will strive hard to make my ideals of public life higher, my views on public questions broad and thoughtful. I will accumulate courage to do the things which make for cleaner, safer, happier living. As an individual, I will think nobly and act courageously, having regard only to the honor and interest of America. I will learn how to protect the sacred unity of the nation and the sacred liberty of its citizens—that liberty which means justice and mercy for all.

Also, I will take advantage of the opportunities America has in store for me. It has rightly been said that America is the Land of Opportunity. Her name means that. It means opportunity to fulfill my ambitions if I really want them fulfilled, for, "if I want what I want and I want it very much, I will get what I want in the end." It means opportunity to make the most of my powers of body and mind. But, more than all else, it means opportunity to make the school I go to a better school by hard, honest work, the city I live in a better city by keeping it and myself clean, and the state which protects me a better state by faithful service and sincere efforts to know the truth about everything going on and listening to different points of view.

All in all, I will live up to the ideals that Washington and Lincoln set for Americans; to speak and act the truth, to fear nothing but evil, to protect the freedom they gave their lives to bring about, to be wise and strong and to use that wisdom and strength, not in selfishness, but in service. I will try to attain good health, good sense and goodwill and keep the true spirit of democracy born in this country and guarded over by our flag.

America is a great nation, for its faith is based on the faith of man in man and the faith of man in God. She believes in brotherhood and opportunity, justice and mercy, for has she not given and received from all races? As one of her citizens, I, in Connecticut, will strengthen the bond which binds all races together in her citizenship, the bond of loyalty. To be an American is to love America, to believe and serve her and to live by her ideals of freedom, honor and service.

I thank God for the privilege of being an American and I pray that I may be worthy of the privilege and thereby pay her back for the kindness of taking my family and me into her shelter and giving me the right to say, I am

(*Continued on page 577*)

The Dalton Community House

On November 9th Dalton, Massachusetts, a community with a population of less than 5,000 people, opened its community house, the gift of the late Senator Crane.

The building is ideally laid out for use as a community center. The entire front of the building constitutes a community section and contains the social hall, men's club room, ladies' parlor, the main office and the office of the director. From 10 A.M. until 10 P.M. daily this section of the building is open to anyone in Dalton over 18 years of age. Back of the community section is the gymnasium which is well-equipped with the usual gymnastic apparatus and with permanent and knock-down bleachers.

In the rear of the ladies' parlor are two club rooms which may be opened into one and which are used for club meetings and for informal parties and good times. In back of the club room is the kitchen. The Red Cross and American Legion both have rooms on this floor.

In the basement is a regulation swimming pool 60 ft. x 20 ft. The knock-down bleachers from the gymnasium can be set up here. On one side of the pool are the women's dressing rooms and lockers and on the other side the men's locker rooms. The basement also contains four bowling alleys, a club room and pool table.

Program of Activities

Bowling
- Men: Mondays, Wednesdays and Fridays—7:00-9:30 P. M.
- Women: Thursdays—7:00–9:30 P. M.
- Men and Women: Tuesdays and Saturdays—7:00 9:30 P. M.

Pocket Billiards

Dressmaking Class
- Tuesdays—7:30–9:00 P. M.

Millinery
- Thursdays—7:30–9:00 P. M.

Christmas Gift Class
- Wednesdays—7:30–9:00 P. M.

Younger Girls' Knitting Class

Dramatic Club
- Fridays—8:00–9:30 P. M.

Community Chorus

Radio Class

Swimming

Any group of twenty or more may secure the use of the pool with the instructor for a private class. by making arrangements at the office.

Gymnasium and Dancing Classes

Women's Morning Gym
Business Women's Gym
Business Men's Gym
Children's (4–8) Gym
Grade School Girls' Gym
Girls' Classical Dancing
Women's Folk Dancing
Women's Corrective Gym
Corrective Gymnastics
Children's Play Hour
Basketball (Women)
Basketball (Men)

Management

There is a Board of Trustees in direct charge of the community house. In addition, there is a Community Recreation Association in which "all persons over 18 years of age living in the town of Dalton shall be considered members."

The expenses for the year's work will be met through the income of a $100,000 endowment left by Senator Crane and through membership fees and charges made for the use of some of the facilities and for classes.

Miss Marjorie C. Geary is Director of the community house and of all community activities.

The W. Murray Crane Community House at Dalton, Massachusetts

What One Public School Does

In Minneapolis there is a village of perhaps 500 people known as Eyota—a village which is set apart from the average village of its kind by its school—a thoroughly American institution extending its influence to every man, woman and child and transforming the community life of the entire district.

The story of this school is told in Program Leaflet No. 2, series No. 4, issued by the Delaware State Parent-Teachers Association. Some of the facts given in this interesting bulletin follow:

The Building

The school which is planned to serve as community headquarters for all the citizens is a two-story brick building with smaller rooms arranged around an auditorium-gymnasium, two stories in height, occupying the center of the building. In the front, opening out from the entrance, is the principal's well-equipped office and the school library. At the opposite end of the building is the stage of the auditorium, and on either side, bordering on the right and left of the auditorium are the grade rooms and a community room. On the second floor a balcony overhangs the auditorium on three sides. This serves the dual purpose of a balcony for spectators during games or at community meetings, and a dining hall for the children at noon and community banquets. Grade rooms and laboratories open on either side from the balcony, and a fire-proof compartment for motion picture machines occupies the end of this space.

The Place of the School in the Recreation Life of the Community

The School Playground

The school playground is a busy place, for the athletic and recreational program occupies every spare moment. There are noonday clubs for both boys and girls in the High School. Each group elects a captain and an assistant captain for one week. These leaders are responsible for the entertainment of their respective clubs and they plan a program for each day. One day it may be a hike into the country, another time it may be a football practice, volley ball, basketball, or the like.

For the Community

The great distinctive feature of the school is the number of community activities it is providing for the adults of the neighborhood.

The Library

First, there is a large front room, to the right of the main entrance, which is the school library consisting of several thousand volumes and a number of magazines. Girls from the High School are in charge of the library at different periods of the day when books are loaned to pupils and to the public.

Community Recreation

The gymnasium in the consolidated school building is in use every evening. Athletic events are numerous and popular. There are rival basketball teams made up of single women and of married women. Indoor baseball is one of the most popular features among the farm men. A community choir has been developed by the music director of the school for sings at community gatherings. Both a boys' and girls' glee club and an orchestra have been organized, and there are community mixers to get all the people together for social evenings, receptions to the teachers and banquets. Then there are "bees" of various kinds when the farmers and town people unite to work for school improvement. Twice during the past year they have joined forces to grade the school grounds, hauling as many as 260 loads of dirt in one day.

Community Service

The community of Eyota is made up of a number of nationalities each with typical factional followings. All of these are coming to the school building and are discovering for themselves that their common interests are greater than their differences. As a result of the good fellowship that has developed, it was possible last year to hold a series of Sunday evening meetings in the schoolhouse when all the community came together for an hour of worship. The attendance at any of these meetings has never been below four hundred.

Business Men's Club

An activity growing out of the community church movement is the Business Men's Club which replaces the denominational clubs of the

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A Township Park and Playground System

By

Jacob L. Crane, Jr.

Engineer and Landscape Architect
Chicago, Illinois

In many cases the breach between the industrial town and the farming people around it grows wider each year. To both the country and the town this means a loss of community spirit and of the opportunity for community development. During working hours there is little chance to bring these two groups together. But in their leisure time the opportunity for helpful and enjoyable contacts is unlimited. It is, therefore, desirable to provide recreation facilities of such character and in such locations that they may be used jointly between industrial and the farming populations.

It may be argued that this kind of joint recreation is only another attempt to intrude the ideas of well-meaning theorists into the private lives of people whose liberty and freedom of choice become narrower each year. In reply to this argument the Canton, Illinois, Township Park and Playground System has been planned so that the various facilities will be available to both townspeople and country people for their use jointly or separately as they may see fit.

Canton is a town of about twelve thousand people situated in the agricultural belt in Illinois. It has always been a farming center and trading and shipping point, but since the Civil War a large implement factory has given to the town an essentially industrial character, and a large part ofthe population works in or is dependent upon this factory in one way or another.

The township six miles square is entirely tributary to Canton as a trading center, and while Canton's territory extends somewhat beyond the township boundaries, still it is that area which is most closely allied to the city center. The Canton Park Board when it was organized realized the advantages which would accrue from a Park System, which would make it possible for the country people and the town people to meet for purposes of recreation, and they defined the Park District as the Township.

In examining the requirements for this Park District it was decided to provide first, parks,

and second, playgrounds, to serve the entire population of the township. The report which was made and adopted by the Park Board outlines a park and playground system based on this requirement.

A Playground for Each School

At every school but one in the entire township —there are sixteen in all—it was found that sufficient ground had already been acquired to provide for playgrounds adjacent to the school buildings. At one school additional ground had been acquired and at the site of the combined high school and city grammar school a tract, which was intended for a high school athletic field but which was found inadequate in area for that purpose, will now be devoted to playground purposes, and a combined athletic field for the city and township is located on a different site.

This Township Athletic Field will be about twelve acres in area situated at the intersection of main roads and on the trolley line near the geographical center of the township but still within the city limits of Canton. It will provide for football, baseball and track contests, and also for stock shows, pageants, holiday celebrations and similar activities for either or both the city people and country people.

An Acre of Park for Each Hundred Population

It so happens that the most interesting and attractive natural feature in the township is located across the road from the proposed township athletic field, within ready access of the entire township area. It consists of a creek bottom with some very beautiful woods and pasture land of only moderate commercial value. An area of one hundred and fifty acres is to be acquired which will provide park land at the rate of one acre per hundred population for a population estimated for 1940.

Apportionment of Available Money

At the present assessed valuation of the property in the township the Park Board can issue bonds to the amount of about $165,000, and it can raise by taxes about $13,000 annually for operation expense. In laying out the park and playground system for the township these available funds were carefully apportioned—first, between the various types of use, park, playground and athletic field and second, between the city and the township outside the city. On the basis of population it was found that the township outside the city was entitled to only one-seventh of the available funds, but on the basis of assessed valuation and the resulting contribution to tax income it was found that the township was entitled to more than one-quarter of the available. The money had to be apportioned equitably according to the relative contribution made by the city and the country districts.

Cooperation with Other Authorities

The Park Board has arranged the closest cooperation with the school district and with the city administration. The Park Board in general furnishes the playground equipment to be placed on land adjacent to schools and belonging to the school district. Further the Park Board is improving a number of small city-owned parks including railroad station grounds and market square.

A comprehensive program has been adopted by which the Park Board can go forward with the various projects year by year under an arrangement which will be equitable to all parts of the township and also be well within the financial power of the district.

For its comprehensiveness to meet all phases of recreational needs and for its unique position in providing for the city and surrounding country jointly, this Canton Park and Playground project is considered one of the best ever proposed by a moderate-sized community.

Music as Recreation

(*Continued from page 537*)

hundreds of athletic directors who are now widely utilized in municipal summer playgrounds but an equally large number of musical directors and performers who might be utilized for recreative work in music in the playgrounds. The summer months are an ideal time for gathering together groups of young people during the day, and older people at night, and giving them that careful instruction in music which will provide them with a life-long recreative activity. Under a capable man, there is no reason why, during the three months of the summer season,

(*Continued on page 554*)

Landscaping the Playground

At the recreation session of the meeting of the American Institute of Park Executives held at Kansas City in September, C. H. Meeds, Chief Engineer and executive officer of the Park Department of Cincinnati presented a paper on Landscaping the Playground. This paper which was published in the September-October number of *Parks and Recreation* is well worth the attention of all recreation officials.

For purposes of discussing the subject, Mr. Meeds classifies playgrounds into play fields or athletic grounds for boys or girls over 16 years, the small neighborhood playground for children from two to five or six years and the playground for children from five or six years of age to sixteen.

Play fields and athletic grounds, in Mr. Meed's estimation, lend themselves to more or less landscape work and planting—that is, the part not actually used for games should, he feels, receive considerable thought as to grading, ground shaping and planting. In such landscape work a good opportunity is offered to make natural banks of earth or construct some form of artificial seats for spectators. Consequently along with such development comes the opportunity of planting both trees and shrubbery. So long as the play space is open and the spectators provided for, the imagination of the landscape architect or gardener may run riot and there is hardly a limit as to what can be done not only in adding beauty to the field but also utility. Shady, grassy slopes are ideal places from which to watch games. Groups of hardy shrubbery add attractiveness to the picture. Shade trees are always desirable and make conditions which are more idealistic than the ordinary grand-stand or concrete amphitheatre. All can be so artistically arranged as to obliterate many of the otherwise objectionable features of an athletic field. Here the opportunity is given to cultivate the aesthetic along with the development of the physical.

In the case of playgrounds for small children one of the chief requirements, Mr. Meeds points out, is that there shall be plenty of shade. Since the equipment is not extensive and no large area is needed for games, the ground need not necessarily be level but may be constructed in a series of terraces with smaller level areas for play spots and equipment. On grounds of such a nature the landscape architect may have full sway. Owing to the age of the children using such a ground it will draw its quota only from a small radius. Thus it becomes more of a neighborhood affair and its use is not so severe; there is more pride in its upkeep and plantings and flowers are less likely to be disturbed or destroyed.

Such a playground provides for little children and tired mothers much needed rest and change. It must, therefore, be restful and here landscape work, ground shaping and the planting of trees and shrubbery are most desirable. Since no shade is more restful or more appreciated than the shade of trees, a little spot of green and a touch of nature will add much to the happiness of little children in congested city districts.

In the third type of playground for children from five or six to sixteen years of age, conditions are radically different. And here, Mr. Meeds believes, we may and should, if necessary, disregard everything except strictly playground use. In the matter of grading, the more nearly level such a playground can be made, the better it will be adapted for play purposes. It should, however, be graded so that it will be high through the center, draining to the sides with only enough grade to carry off the water.

Mr. Meeds raises the question whether in view of the purpose of playgrounds for children of this age it is well to try landscaping features. "Why landscape a plot of ground? I do not mean to say that the taste for the aesthetic should not be cultivated in the youth, but is the ordinary playground the place for such cultivation so far as landscaping is concerned? If you think so, try placing a border of choice flowers and shrubbery around some intensively used playground without a protecting fence, and it will have to be more than the ordinary fence, and see how long your flowers and shrubbery will last. Plant trees, yes, if you are bold enough, shade is a fine thing on a playground, but remember that both trees and children want to use the ground at the same time, and the trees usually come out second best. No matter how well protected, the protection is pulled aside or broken down. The tree may be used for a springing board or pulled down to the ground to see how far it will fly back. Sometimes they are in the way of games, and disappear over night. If trees can be placed around the border of a playground and are allowed to grow, well and good, as shade is always a desirable addition to any ground."

The Motorist and the Playground

By Charles J. Storey

The sidewalks of New York are no longer wide enough for its growing population of children. Children's play overflows into the streets. A recent street census shows that from a third to nearly a half of all children from seven to fifteen years in crowded districts are on the pavements and in the streets at one time. Last year the Police Department reported 11,499 street accidents to children under sixteen years in Greater New York, of which 482 were fatal. The motorist is sometimes to blame but at least there is no place for him to drive his car other than on these crowded streets. On the other hand we know there is a much better and far safer place for children to play—the neighborhood playground.

These facts were presented to the motorists themselves, at the recent Closed Car Show in New York City by the Recreation Survey of the Committee on the Plan of New York and Its Environs. The point of interest was that of any group of citizens the drivers of automobiles should be among the most concerned over playgrounds. Every plan for the speeding up of traffic must consider the children playing on the streets, for neighborhood playgrounds are closely linked up with the traffic problem in New York.

Someone has estimated that in ten years there will be twice as many automobiles in New York City as today. What the streets will be like then where children play we can only imagine. But no one has dared to suggest that we have twice as many playgrounds in ten years. Still the parallel is the same. If we are to clear the streets for the motorist we must provide a place for the children living on those streets to play. This place must be near the homes if for no other reason than that the numerous arterial streets full of fast moving vehicles are deadly barriers to a playground.

In some cases it has been found that vehicular traffic has even become a serious problem around existing playgrounds. On one avenue running between an East Side park and the tenements, from which about seventy-five per cent of the children come, there is a traffic flow equal to that on the busiest part of Sixth Avenue (890 vehicles counted in an hour at 23rd Street). A few years ago this park was in a comparatively quiet neighborhood, but the necessities of travel have brought a stream of cars past it. This condition can, of course, be remedied by tunnels under the street for pedestrians, but it illustrates how the automobile has of necessity invaded every street and has even effected the usefulness of the playground.

Bringing Up the Child in the Way It Should Go

By Mrs. John Clapperton Kerr

The City asks that the adult shall be a good citizen, refraining from certain destructive acts, such as throwing papers in the streets and parks, tearing down trees and shrubbery.

What has the City done to prepare the adult for appreciating trees and flowers? Are there many playgrounds on Manhattan Island where there are flowers and shrubs by which the children are taught appreciation of the beautiful?

In the heart of every child—in the heart of every human being—is the unconscious love of flowers. But how is this love fostered in New York City? Surely, it is not encouraged in our bare vacant lots used as playgrounds, where frequently rubbish is left in half-burned masses.

What would window boxes in every school room window do to encourage the love of beauty and to inculcate the idea of guarding city property? If members of each class had special care of the window boxes in the rooms where they studied; if, in the playgrounds a little group were given the care of the flower borders and the fact was carefully explained that city property is the property of each and all, to be *protected by all*, would not a valuable civic lesson be learned? If children are brought up to play in ugly surroundings, how can they learn to protect the flowers in the parks? If there are no receptacles for refuse in these playgrounds and no signs instructing that they be used, how can the play director give the necessary fundamental lessons, not to scatter things in the streets or parks?

Let us begin in our playgrounds; let us begin in our schools by giving beautiful though simple surroundings and the opportunity to learn the lesson of appreciation. The man will remember the lessons learned as a child.

Education in Accident Prevention

Anyone who is not familiar with the extent and number of accidents occurring each year in the United States from causes of various kinds will be amazed and appalled at the figures and facts given by Prof. E. George Payne, Chairman of the Education Section of the National Safety Council in Bulletin 1922 No. 32, published by the Bureau of Education under the title *A Program of Education in Accident Prevention with Methods and Results.*

Every problem, however, has its hopeful side and the educational campaign being urged by the National Safety Council, the National Bureau of Casualty and Surety Underwriters, the National Chamber of Commerce and other groups are accomplishing much valuable preventive work.

The National Safety Council in its work in the schools is bringing about the incorporation of instruction in safety in the daily studies and the organization of the schools into safety councils or leagues with committees for the promotion of safety work. Dramatization, pantomime and play activities all enter into the working-out of the program, and through the method of instruction which is offered the children are acquiring training in citizenship which goes far beyond the immediate purpose of the campaign.

In a very significant pamphlet entitled *The Inner Meaning of the Safety Movement*, Albert Whitney, Secretary of the Education Section of the National Safety Council, points out the positive rather than the negative method of approach to the safety problem. "It is the purpose of the world," he says "that each should have his adventure, and it is a supreme tragedy if he fails to find it. Safety then, guardian of the unfolding world purpose, instead of diminishing the adventure of life is precisely that which makes it possible. Instead of making the world safe *from* danger, we are in a far deeper sense making the world safe *for* adventure, or in a still fuller sense, we are saving the world from the bad adventure which mere chance has waiting for it and for the good adventure which it is within the purpose of the world that we should have."

With this positive emphasizing of making the world safe for adventure and with an appreciation of the drama as an appropriate medium, a play has been written and produced for the Council by Thomas Woods Stevens entitled *Adventure, a Pageant Drama of Life and Chance.* Its purpose is to lay a basis for a right understanding of what safety means. It is a modern drama of adventure.

Anyone wishing further information regarding the work of the Council and suggestions for Safety First campaigns may secure them by writing the Education Section of the National Safety Council at 120 West 42nd Street, New York City. It is possible to secure from the Playground and Recreation Association of America a copy of the Traffic Game arranged by Mrs. Chester G. Marsh, Supervisor of Recreation in Westchester County, which is designed to teach the importance of a strict regard to traffic regulations.

Music as Recreation

(*Continued from page 553*)

a good band, for instance, could not be produced in the ordinary playgrounds. Boys who will submit gladly to the discipline I have seen in sports will equally well respond to the discipline required for the developing of a band. This one example is typical of a considerable number of musical activities that can be developed on the playground during the summer. The possibilities during the winter are practically limitless when a wide appeal to youths and adults can be made.

Faith

In this somewhat rambling and incomplete presentation, there has been no attempt to cover the entire field of this constantly widening subject. If, however, I have started anew your thinking of the vast possibilities of music in the field of recreation; if I have made you believe that we are only at the beginning of that immensely increased use of music which our people are entitled to; if I have made you sympathetic with the idea that the important thing with music is the effect it has upon those who are taking part in it, and that it is not only possible but essential that music should become the normal possession and accomplishment of all of us, then this talk will have been worth while.

Bulletins for Recreation Commissioners

Beginning with October the members of the Recreation Commission of Port Chester, New York, will have in their hands, a day or two before the regular monthly meeting, an outline of the preceding month's activities and plans that are pending. This is the plan devised by Miss Rosalind Rieman, Recreation Director of the Commission, which may be suggestive for other recreation workers.

The October bulletin reads as follows:

"Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall!"

These lines of Stevenson are a happy reminder of our good fortune in the organization of a County hiking club, "Westchester Trailers," promoted through the County Recreation office by Mrs. Chester Marsh. A local branch is being formed and Port Chester has been represented in both hikes of the month.

The director is coaching a play for Community House in response to requests from a girls' club for assistance with an entertainment in November.

A class in recreation gymnastics formed exclusively of business girls is meeting once a week in the Dance Hall of Firehouse under the volunteer leadership of Mrs. Edwin P. Hume, formerly supervisor of recreation.

The local Girl Scout Drive was assisted through this office in the placing of posters and soliciting of twelve pounds of candy from local merchants.

Ushers for grandstand and waitresses for table service were secured through this office on the occasion of the Firemen's Centennial celebration of October 18th when 6000 firemen were entertained by Port Chester. This service was made possible by the hearty cooperation of Girl Scouts, Catholic Daughters of America, Seton Circle and Merrill Business School.

In response to a request from the governing board of the Continuation School, held in the High School, Friday afternoons for employed boys and girls under 16, the recreation director is meeting the Committee of 11 from the student body to plan an interesting number for the school assembly of the following week. The desire is to arouse greater interest in their school session among those attending "because they have to."

A dramatic club of girls visited Eastview almshouse one Sunday afternoon with a program for the men and women.

Following up the recreation activities of the summer club, plans were made and carried out with a committee of girls from the Simons shirt factory for a Hallowe'en Ball. More than one hundred boys and girls attended, who, after the ice was broken, appeared to enjoy thoroughly the grand march figures, fortune telling devices, apple bobbing, stringing, gay paper caps and social dancing. Many of them are asking, "When do we have another party?"

The first meeting of the Community Choral Club of seventy-five voices was held October 29th.

A Summer Play School

The West Chicago Park Commission and the Chicago Board of Education cooperated last summer to make possible at Eckhart Park a play school which lasted from July 2 to August 18. The Board of Education furnished three teachers and supplies for class work; the West Park Board provided facilities, equipment and three play leaders. The enrollment for the summer was 102 boys and 224 girls or a total of 326 children.

While one division had handwork and organized indoor activities, the other division had special work outdoors in play and games under the leadership of the playground director.

On Mondays, Tuesdays, Thursdays and Fridays regular class work was given. On Wednesdays all the children joined in outings to such places as the Municipal Pier, Lincoln Park Zoo and the Field Museum.

The closing demonstration and exhibit brought out a large number of parents and friends of the children. Four hundred and fourteen articles were exhibited representing thirty-three different types of handwork including dolls, furniture, toy houses, baskets, paper cutters, toy automobiles, and dresses and other clothing which the girls had made for themselves.

Park Development in San Francisco

The remarkable projects under way in San Francisco under the auspices of the Park Commissioners are described in a pamphlet entitled *Park Development in San Francisco—Past, Present and Future* which has just appeared.

The Palace of the Legion of Honor

At the summit of Lincoln Park is situated the magnificent Palace of the Legion of Honor, the most munificent gift the city has ever received. It will cost, when completed and equipped, approximately two million dollars. Mr. and Mrs. Adolph B. Spreckels are making possible the gift which will be a lasting memorial to the soldiers of their own and other States. The Legion of Honor will contain an art gallery including many of the world's most notable art treasures, a theatre and a pipe organ and music library. Its inner court will accommodate at least three thousand people, while many more may assemble in the great concourse.

A New Municipal Golf Course

Another noteworthy development is the new municipal golf links, constructed in a tract of 170 acres which has been leased with the privilege of purchase. In addition to the course of eighteen holes, a shorter one of nine holes will be constructed as well as a putting green. Eventually a well equipped club house costing $70,000 will be built, but its construction will be gradual and on the unit plan, each unit to be added as public patronage requires it.

A Playfield

The Herbert Fleishhacker Playfield is located in a tract of land 60 acres in extent. When completed it will be, according to the Park Commissioners, the most perfectly equipped as well as the largest park devoted exclusively to recreation. Its predominating feature is the great swimming pool, "the largest in the world." It is 1000 feet long by 100 feet wide with an offset in the center section 150 feet wide to provide for a swimming straightaway of 50 yards as well as ample space for water polo and other aquatic games. It has a graduated depth of some three feet on the south end to nine feet on the north end, and in the latter section there is also a diving pool 50 feet square and 16 feet deep with towers designed to accommodate all heights of diving feats. Facing the central section there is now under construction a great bathing pavilion to contain nearly 500 dressing rooms as well as ample rest rooms and fresh water showers. The swimming pool has a capacity of 6,000,000 gallons of sea water and will accommodate 10,000 bathers at one time.

Immediately adjoining the pool is the athletic field designed for five baseball diamonds and ten tennis courts. In the center section, which is heavily wooded, is the children's playground which will be equipped with the most modern apparatus. A more secluded and shadier section has been reserved for picnic grounds.

The Fleishhacker Mothers' House

As a memorial to their mother, Herbert and Mortimer Fleishhacker are erecting in the space allotted to the children's playground the Fleishhacker Mothers' House. It is designed not only as a resting place for mothers and children, but it will be provided with an ample nursery department where nurses will take care of the little children and supply them at small cost with nourishing food.

Aquatic Park

Plans for one of the country's most complete beach resorts have been approved by the Mayor and Park Commission. When completed it will cover a circular area of land and water approximately 1,500 feet in diameter. The plan takes full advantage of all the physical features of the site. It will include an ample basin protected on the north by a sea wall with two openings for small crafts; on the east and west by piers and on the south by a bathing beach. This basin will provide anchorage for yachts and will form a fine setting for small regattas as well as swimming events and other aquatic sports.

Tne New Stadium

In addition to all these projects, San Francisco has in mind a new stadium made possible through the purchase of a number of lots. The tentative plans completed thus far provide for an enclosure of great architectural beauty, for which the initial expenditures have been secured by an endowment of $100,000 specified in the will of the late Mary E. Kezar, in addition to liberal appropriations by the Board of Supervisors.

New Hampshire Takes Thought of Recreation for Her People*

By Theresa E. Schmidt

A visitor in Claremont one August evening saw a picture that brought a thrill. It was not a cinema, nor was it a fire or a remarkable sunset. It was a community at play.

On the city playground, five hundred citizens were watching a twilight baseball game. Next to the baseball field, five tennis courts were filled with enthusiastic youths, while the adjoining playfield was crowded with happy youngsters making use of teeter boards, swings and slides. When the baseball game was finished, the whole body of spectators moved up the hill to the Common and listened to a band concert. And the visitor learned that people would come to these concerts from many miles around, even from the country, and often arrived as early as 7:00 P. M., to secure a good vantage point, although the concerts did not commence until 8:30 P. M. This was community recreation—the home-grown variety—and all the gradings and shadings of the city's population were enjoying it.

State Law Helps

New Hampshire, often referred to as America's playground, has like California and some other states learned that physical advantages and climate alone do not fully meet the recreation needs of the people. Forethought, planning and organization are essential to the full use and the supplementing of the resources that nature has provided. New Hampshire is one of twelve states that have paved the way for adequately supplementing existing resources for play through the medium of the "home rule bill." Section 1 of this bill reads as follows:

"Any city or town in this state may take land within the municipal limits in fee or gifts, purchase or right of eminent domain, or lease the same and may prepare, equip and maintain it or any other land belonging to the municipality and suitable for the purpose, as a public playground; and may conduct and promote thereon, play and recreation activities; may equip and operate neighborhood center buildings, may operate public baths and swimming pools; and may employ such playleaders, playground instructors, supervisors, recreation secretary, or superintendent and other officials as it deems best."

This law is a great advantage to New Hampshire municipalities. "*Go* ahead," it says in effect, "and provide generously and adequately for the play needs of your citizens." Under this law with the enthusiasm and energy of friends of public recreation, in recent years New Hampshire cities have made encouraging progress in municipal play. This year especially has been one of achievement, particularly in summer playground work.

Today more than ever before, recreation activities are planned with an idea of getting out of them for America's coming citizens the greatest benefit in a physical, moral and educational way. Games and athletics improve physical health, develop character, fair play, obedience and concentration; storytelling and story-playing stimulate the imagination; constructive play develops ingenuity and creative ability; gardening, pet shows, nature study and camping increase the natural love for out-door life; self-government and citizenship activities develop a sense of justice and civic pride—all of these and many more are supplied in a well-rounded program under trained leadership. In the larger New Hampshire cities and towns the summer playground work is carried on under the direction of trained workers.

The Joys of Summer Days on the Playground

The daily programs are most varied and children may be seen at any time of the day consulting the Playground Bulletin board to find out what special surprise is in store for them, or when the rival playground is scheduled to play the inter-playground game, or whether they are to be on "police duty" for the day. In some cities the children plan their own daily bulletin and make the posters and announcements.

Baseball leagues not only for the boys, large and small, but for the girls as well, afford much competition and the importance and excitement —and surely the cheering—rival that of a Big League game. Sunset Leagues afford recreation and interest to the young men who are employed

* Courtesy of the *Granite Monthly*

during the day and in many cities the playground diamonds are reserved for the Sunset schedules. Volley ball, schlag ball and basketball leagues are equally popular. Pennants are usually awarded the winning playground. Where municipal tennis courts are provided the courts are occupied from early until late. Tennis tournaments for all ages and classes are held and usually the tournament officials are the city champions or country club players. Simplified golf is a popular activity of the boys' own choosing. They have improvised their own golf clubs and in one city the boys laid out a regular nine-hole course on the common. The Athletic Badge tests, standard physical efficiency tests, are being generally used and in several places follow up the work done in the public schools. Inter-playground track and athletic meets for both boys and girls have created much friendly rivalry and the honor of the playground, not of the individual, is kept in mind. As one little playground girl expressed it, "I'm not running for myself—I'm running for the playground." And again where an undersized team appeared to represent their playground a playground boy from a rival team said, "Of course they couldn't expect to win but just the same they ought to get a ribbon for courage." In game contests points are given out not only for actual winning but also for sportsmanship and reliability. The number of points granted for sportsmanship is twice as many as those granted for winning and in order to win a contest by this method more character than skill is necessary.

Handicraft and constructive play was an important feature on most of the summer playground schedules and in the heat of the day one finds interested groups of children in shady nooks busily engaged in the making of baskets, toys, kites, birch bark canoes, paper flowers, beads; in knitting, sewing, embroidery and the making and dressing of dolls. Such activity teaches the children useful occupations and effective workmanship. At the end of the season the work is exhibited and in most cities merchants are very willing to clear a window for the display. In one city this summer two large windows were used and votes were cast for the best piece of work. Kite and lantern making always creates interest especially when followed by kite flying contests and a laughing lantern parade at dusk. For many of the festivals and dramatic work the children are taught to make their own costumes and also to dye materials. The little children enjoy making gay scrap books which are often passed on to a children's hospital.

Aquatic Delights

New Hampshire with her wealth of lakes and rivers and bit of coast offers opportunity for swimming to most communities, and facilities for swimming have been provided as part of the recreation program in most cities. In Concord a section of the Contoocook River is used for a bathing beach and the daily attendance averages 200 a day. The beach and two portable bath houses are under the supervision of two expert instructors under the Recreation Commission. In Manchester 2500 attended the Playground Aquatic Meet at Crystal Lake. The nine events on the program were followed by water basketball and general swimming. In congested areas in Manchester five outdoor showers were installed this summer. Each shower was made of four inexpensive lawn sprinklers attached to piping and the platform was made from old planking used at one time in city construction work. In Nashua a "swimming hole" was under playground supervision and an instructor on duty all day. The interest in swimming by old as well as young has convinced the City Fathers that adequate provision must be made and plans are under way for a pool. In Rochester last year there was a 39% increase in the number of boys in one school that had learned to swim as the result of the instruction received at the playground beach. Dover has a municipal pool which is always an attraction. Claremont has wisely used the space under the grand stand for showers.

The Lure of the Drama

Storytelling is an important factor in any playground program and the storyteller resembles the Pied Piper of Hamlin whenever the story hour approaches. In Nashua a volunteer committee organized a group of storytellers and one was sent to each of the five playgrounds every day. The Library furnished the material for new stories and in cooperation with the committee arranged for lectures by professional storytellers. The little children were not the only ones who listened spell-bound to the stories, the big boys and girls, and often their mothers and grandfathers, came too.

Sometimes the storyteller came dressed as a fairy and told the beloved fairy tales or another time as a gypsy, or in the national costume of another land. The children love to dramatize the stories and the make-believe fairies or the Three Bears seemed very real. The children on Derryfield Park Playground in Manchester gave a "show" every day. In Concord the playground children dramatized their stories and nursery rhymes and then entertained the children and grown-ups in one of the city hospitals. The children performed on the lawn while the patients watched from their windows or from the porches. In Claremont the children gave *The Dearest Wish*, a delightful story festival as part of this summer's closing program. Many of the playgrounds presented plays, pageants and story festivals as part of this summer's closing exhibition. The Dover and Portsmouth playground children took part in the tercentenary celebration. Dover also had a special playground afternoon on the week's program. The same "let's pretend" spirit was demonstrated in the sand box play; the dwarfs' castles and the fairies' gardens were models that any architect or landscape artist might envy.

Special gala days were featured all summer, some playgrounds planning a special day a week. The "specialties" were most varied, and often the fathers and mothers, big sisters and brothers, came, as well as did baby sister or brother. Franklin Park in Boston doubtless never saw such a variety of animals as were displayed in the Pet Shows given on many New Hampshire playgrounds this past summer. Dogs, cats, birds, turtles, ponies, rabbits, grasshoppers, lizards, goldfish, mice and rats were among the many shown. Human pets were included and the children's imagination ran riot as they planned the well known "spark plug." Three thousand children took part in Manchester's Pet Show. A Bicycle Road Race in Manchester was an exciting event for the thirty-one boys who participated. The winner of the race of four and one-half miles was presented with a silver cup donated by the Kiwanis Club. Marble, quoit, mumbledy peg and other tournaments were run off as special events and created much interest. In one city where there was little equipment the boys made tin can stilts and a contest was held. Doll Carriage Parades and Doll Shows are looked forward to as "the season's biggest event." The dolls are dressed in their "Sunday best" and usually costumed in the creations fashioned by the little mothers. The doll carriages are decorated and ribbon prizes awarded. Many are unique and artistic and the affair is always a festive one. In a foreign section of one city where the children had no real doll carriages, conveyances were manufactured out of wooden and cardboard boxes and then gaily decorated.

The Playground Circus is becoming a serious rival of the famous Sells-Floto or Ringling Brothers. The "Greatest Show" of the year has a parade, wild animals, clowns, side shows, pink lemonade and all the attractions that go to make up a real circus. The playground apparatus affords excellent opportunity for trapeze work and the clowns thrill their spectators with all sorts of daring stunts. Summer time means picnic time too, and many playgrounds have regular picnic days, occasionally going on long excursions, the city or public-spirited citizens providing transportation, and then again going to one of the city's parks for a happy day. Picnic breakfasts have been held for the newsboys and often there are picnic suppers or lunches on the home playground. Often the mothers are special guests for the afternoon and in some cities the mothers join in a game of croquet, or a lesson in basketry while their babies are enjoying the swings and sand boxes.

Music Has a Never-Failing Appeal

Music has a universal appeal and serves as a splendid means of bringing people together. Band concerts are always popular and well attended. Rochester has a boys' band which includes boys of playground age. Many of the playgrounds have daily sings and their own playground songs. In some of the foreign sections the children learn to sing the playground song but have difficulty in speaking English. Harmonica bands have been in vogue this summer and have been in demand for many of the gala events. Most playgrounds have victrolas and in addition to the records used for folk dancing, many have classical music and have "artists' concerts." One little playgrounder five years of age begs daily for "The Large."

Health work is included as part of the season's work. Often the city nurse cooperates and makes daily rounds. Health games and rhymes are taught. Sometimes tooth paste and soap

samples are given out with explanation of their proper use. A clean face and hands and teeth as well as other qualifications are demanded for the merit system.

The Harvest in Good Citizenship

Cities are appreciating the need for adult recreation and are providing horseshoe pitches, checker tables, bowling on the green, rifle ranges, croquet, and tennis for the older ones.

Under the influence of municipal playgrounds, child crime and delinquency are being decreased in many cities and towns. Municipalities are rapidly learning that an ounce of prevention in the form of thoughtful supervision of children's leisure time is worth a pound of cure in the form of courts and jails. In Nashua the number of juvenile delinquent cases decreased almost 50% last year.

Successful recreation programs have been conducted not only by larger New Hampshire cities but by smaller towns and communities as well. Often when a town appropriation has not been made local organizations are carrying on until such time as the budget can be included in the town warrant. The Parent Teacher Association in East Jaffray is sponsoring the playground and raised the money for this year's supervision. Among the many interesting methods devised for raising money a May breakfast was served from five until nine o'clock one May morning. The Breakfast was decidedly a community party. There were mill and factory workers, storekeepers, business men and whole families and clubs. Three buglers from the church belfrys awakened the town with "*Oh How I Hate to Get up in the Morning*" and then sounded the mess call. In this way all the people in East Jaffray contributed to the play leadership for all the children in town.

Encouraging as New Hampshire's achievements have been in recent years, there are still greater opportunities ahead. The fall, winter and spring months offer numerous opportunities for organized recreation just as do the summer months. Of the 215 American cities that boast year round recreation under trained leadership, none is within the borders of New Hampshire. Progressive New Hampshire people will not long continue to leave any stone unturned whereby the spare time of their people may be filled with the rich benefits of wholesome and well organized recreation.

Athletics in the Canal Zone

By
Homer Baker
Physical Director

Are athletics possible in a land of cocoanut trees, with scorching sun, with the thermometer registering approximately eight-six degrees the year round, and with no program of activities feasible because of the heat until after four o'clock in the afternoon?

The experience in the Canal Zone proves that athletics can be most successfully promoted under these circumstances and that they are a necessity. A canal employee walks only a short distance to work, to lunch, to his home and to the club house for his recreation. Tropical labor is cheap, and practically every family employs one or more servants. The average person in the Canal Zone walks probably no more than four or five city blocks. The average American soon learns to take life as easily as possible after the fashion of the natives. After a few weeks' residence on the Isthmus, all the fine facilities for swimming, hunting and other forms of athletics become less attractive and "Manana" fever is contracted. Translated, this means "tomorrow" fever—a dreamy feeling that makes one desire to sleep or die somewhere in the shade—one cares not which. It takes fighting power to resist it. If one gives way to the feeling, he will find himself falling more and more into a rut.

Athletes on the Panama Canal are, therefore, absolutely essential and all forms are promoted, in a yealr round program consisting of bowling, basketball, baseball, volley ball, track and field athletics, and various other forms of activities. The average person in the United States, reading the newspaper accounts of various events, would say, "It must be great to live in the Canal Zone." But it takes a wily physical director to get the people to take advantage of these fine facilities. Challenges, publicity and prizes of all kinds are some of the devices used. The average layman thinks little of the matter, but the Canal Zone's physical director is thinking about it all the time.

Under the supervision of the Bureau of Clubs and Playgrounds, the Canal Zone is abundantly equipped with all kinds of athletic paraphernalia.

There are ten club houses with gymnasiums, moving picture halls, bowling alleys, pool tables, shower baths, a large swimming pool, three Y. M. C. A. buildings, three fine tracks, six baseball diamonds, eight playgrounds, and at least a dozen tennis courts. Ten army posts have halls in which are held athletic and social events.

The children on the Canal Zone are the most active I have ever seen. Even the smallest of them romp, swim and play all day long, apparently without the slightest sign of fatigue. If the continuous heat of the tropics has any effect on the nervous sytem of the children, it is not at all visible except in physical unrest. Athletic performances on the Canal Zone are very good, and all records are made by high school children. A year ago the United States Naval Academy students, on a cruise, stayed several days in Isthmean waters. Baseball, basketball, games, swimming contests, track and field meets and tennis matches were arranged between the Canal Zone residents and the well trained collegians. The contests were by no means one sided, and on several occasions the Middies were compelled to bow before the athletic prowess of the Canal Zones. The work of the girls is more outstanding than that of the boys.

Baseball is the King of Sports in Panama during the four months of the dry season. Track and field athletics have never been very popular because of the fact that they come during the wet season. This obstacle has been overcome, however, by having such events held on one of the massive piers a thousand feet long belonging to the United States Government. On this pier thousands can be sheltered more comfortably than on the roof of Madison Square Garden.

The aviators at France field have utilized one of its large hangars for track athletics and tennis. At this field they have an eight lap track and several tennis courts resembling one of our armories with athletic events in progress. Plans are under way to organize a public school athletic league and an amateur athletic union of the United States on the Canal Zone.

Three Canal Zone physical directors spend a great deal of time promoting aquatics. Practically every child over six years of age is a swimmer. Last summer, swimming lessons were given fifteen hundred soldiers stationed at Fort Davis. In a few months' time all were taught to swim.

London Playgrounds

By

Josephine Blackstock

Director of Recreation, Oak Park, Illinois

The street in Whitechapel might have stepped out of a chapter of Oliver Twist, slanting, gabled roofs, weather-stained stone walls, admitting glimpses of dubious grey courtyards, window boxes bravely displaying a slip or two of neurotic geraniums, an ancient hag with a shawl over her head, smoking an evil looking pipe. And then a small boy came along the street singing crisply, "*Yes, We Have No Bananas*," and the illusion ended abruptly.

The song was reminiscent of recreation, and recreation was the subject I was especially interested in, so I followed the small Londoner down the street; he was apparently headed in the direction in which I had been told that Shadwell Park playground lay. He shot down a cobblestone alley or two, and presently he was standing on tiptoe to unlatch a high iron gate. Inside was a strange enclosure; an old Gothic church, dating back to the seventeenth century, a graveyard, a garden exquisite with roses, pinks and four o'clocks, a sedate little square set aside with seats for old men, and close by an empty rectangular graveled space with the sign, "Children's Recreation Ground."

The small boy evidently felt much the way I did about that recreation ground, for after a few speculative glances about him, he went whistling on his way. We were in that section of London that "More Limehouse Nights" of Thomas Burke has immortalized—a district of picturesque squalor that skirts the Thames river. Close by was Toynbee Hall (London's Hull House) and the East End Children's Hospital, a refuge for the small broken lives of the neighborhood.

I caught up with the person I had been shadowing and asked him where Shadwell Park was. He answered with the quick courtesy that everyone meets in England, and presently he and I were entering the playground, the newest and the most thoroughly equipped in the city. On one side was a high embankment filled with grass, shrubs and flowers; on the other the docks and quays of the river. The playground occupied an area of about a quarter of a block in the center. Its apparatus consisted of trapeze bars,

teeters, swings enclosed in wooden frames, a cement sand box, a wading pool, and a small shelter house. The ground was finished with a fine gravel screening. There was no play director. The children were using the apparatus in a desultory sort of way; there were no games in progress. The playground is in the heart of one of the most congested districts in London, but there were no more than twenty or thirty children playing there.

It was my good fortune to meet an inspector of schools for the Crown, a former professor of science at Cambridge, on board the boat, and he was able to give me some first-hand information about recreation conditions in England. He referred with regret to the fact that there are no directors in the municipal parks and playgrounds, and no programs of games. The masters take their boys from the school rooms to these playgrounds for athletics and games, and these play hours are excellently supervised, for every schoolmaster in England must know the highly organized games, such as cricket and rugby; but after school hours there is no supervision whatever.

"In spite of the fact that there is no play direction outside of school hours, the English boy and girl are athletic little specimens. One of the most interesting points of divergence from our theories is the football age. All over England one saw uniformed teams of boys, many of them not more than seven years of age, engaged in the game on the village commons. Football becomes a part of the school curriculum some six years earlier than it does in this country. Every little hamlet and village one passed on the train appeared to have its tennis courts, while cricket matches were going on everywhere.

From earliest childhood, the English boy lives and moves and has his being in outdoor sports; he is brought up with a background of wholesome athletic traditions. Unlike some of our own baseball teams, the small member of an English ball team plays, not primarily to win, but for the game's sake.

During my stay in Liverpool the British Association, a body of scholars perhaps the most august in England, was holding session in the city. One speaker discussing crime in the East End of London, made this statement:

"We are more and more strengthened in our conclusion that the only way to reach the young criminal in the London streets is through his recreational life."

Recreation in China

The National Committee of the Young Women's Christian Associations of China has appointed a national director of physical education and recreation who will give her time to travelling through the country in the interest of the play movement. Miss Vera Barger, who will serve as this director, has for three years been Director of the Normal School of Hygiene and Physical Education of the Y. W. C. A. at Shanghai and has trained a number of native Chinese girls in the recreation activities of which she is so strong an advocate.

Miss Barger writes, "I wish I could show you the beginning of our first little playground. There is quite a long story in connection with it. Our school is located in a district of industrial workers who are very poor indeed. There are two schools in the neighborhood for little boys but none for little girls. We finally had a little money sent to us from America to begin the playground work, but it was so little that it seemed almost hopeless. However, through our graduates and our personal friends and the students at the school, we have got enough money together to erect a one-room building to be used as a day school, and around this we are having a playground. It will not have much equipment on it, only a very few swings and a slide and a teeter and a sand box, but all along one side are to be flower beds and each little girl is to have *her own* and to be taught how to plant and care for and *love the flowers*. One of the things that is hardest for those of us who care for these Chinese people, is that they are not allowed in the municipal parks, which are so lovely here in Shanghai. Part of the reason, however, is that they do not know how to use such facilities so I felt that one of the biggest things that we could do was to teach them the proper use of the park. Of course, it will be done in a small way, but at least we are planting the seed of teaching these children how to respect flowers and trees and grass.

"In connection with this little school and the playground we are having a health center. I expect the majority of these children who will come to the playground and the school have tracoma and scalp diseases and various other things which will have to be cleared up. We have a tiny little bathroom built at one edge of this school and in it we are fixing a shower made

from a standard oil tin where these little ones will be given a bath. We are also going to have a galvanized tub where they can be bathed. The building is almost completed now and I hope by the first of January that we will all be in full swing. The whole problem in China is so different from that at home. It is almost like taking little wild animals and teaching them to play. One young Chinese man to whom I was talking said, 'Well, you will have to tame them before you can teach them any games.' I put it that they would have to learn some discipline, and it is marvellous what comes out of a regular school in the way of discipline.

"I am planning to spend January in Foochow interesting the schools and the church people through the Association in play and recreation. Then part of December will be spent in Hangchow where we have several graduates. March will be spent in Canton. I get more excited than ever over the whole idea now that I am actually getting out into China."

Recreation by its very nature requires closer cooperation among the members of a community than does work. We can work alone better than we can play alone. And so recreation becomes a powerful instrumentality for a closer and therefore a better community life. In these days, improved means of transportation tend to break down the community life of our forebears. This is greatly to the disadvantage of society as a whole. Students of government are coming more and more to recognize the fact that a sound, independent community, capable of taking care of itself without aid from either the State or the Federal Government, is the true basis of an enduring national life in a country of the vast extent of ours. Recreation in which all members of the community join is a most potent means for knitting together the community in an organic whole. We are coming to recognize also more and more that a larger cooperation in our work is best for all. The cooperation which recreation tends to force may well help to bring about a larger cooperation in that part of our life which is devoted to work. I am therefore heartily in sympathy with the purposes and aims of the Playground and Recreation Association of America.*

FRANK O. LOWDEN
Governor of Illinois

*Greeting sent to the Tenth Recreation Congress, in Springfield, Illinois.

Sand Craft*

By

J. LEONARD MASON

Department of Physical Education
University of Pennsylvania

"What do I see spread out before me?
A pile of sand? More than that. It is
the magic country of the knights and ladies
of old! And I build again the castle on the
hill top, dig the moat and lift the drawbridge.
From behind this clump of trees in my make-
believe forest a bold prince with his band will
rush out to rescue the fair maiden in the Castle Tower."

—From *Sand Craft*

In her review of the book *Sand Craft* for *Mind and Body* Miss Elizabeth O'Neill, Supervisor of Public School playgrounds, Philadelphia says, "Like Antaeus of old the children renew their strength at the touch of mother earth, and yet we arbitrarily hold them back from this store house of power. The instinct which leads every child to dig or grub in the earth is almost general, as the Baroness von Marenholtz says, 'with the need of bodily movement'."

According to Kate Douglas Wiggin, "If the authorities should order a sand heap put in every backyard of our cities, there would be less vagabondage and less ruffianism."

It is evident that the value of sand play both as an educational and recreational factor has long been appreciated by those interested in child development. During my work of supervising playgrounds I was impressed with the need of working out a system of sand play which would be both interesting and instructive to pupils and teachers. It has been my good fortune to be long associated with Dr. R. Tait McKenzie, educator and sculptor, and from him I have gained many practical ideas for sand modeling. Having children of my own, I could experiment with sand craft at home to my heart's content. It was thus I discovered that sand boxes at home, either on the piazza, play room or basement should have sand gutters

*The book, SAND CRAFT, is published by the J. L. Hammett Company, Kendall Square, Cambridge, Mass. who are also producers of all sand craft material.

around them to prevent the overflow sand from "getting around." Mothers are not pleased to have sand scattered over the floors—the sand gutter and some careful instruction to youthful sand artists overcome the difficulty.

What is Sand Craft?

Sand Craft is systematized sand play. It provides first, the proper kind of sand to use; second, a standard set of modeling tools; third, a text book giving instruction in the technique of sand modeling and also a classification of subjects with a graduation and progression of the subjects for schools, homes and recreation centers.

The Sand

Regarding the sand to use—a fine grain white sand, free from particles of shells, stones and bits of wood, gives the best result. But I would use any kind of sand available rather than none at all. It will be found that some sand holds together when packed much better than others. The kind selected for Sand Craft is ideal, being an especially fine grade moulder's sand.

The Tools

The tools consist of the following:

Packers—two hand boards with which to make the first forms, one being used in each hand.

Cutters—wooden knives to use for making definite shapes such as windows, doors, arches and walls.

Sand plan—for making paths and streets.

Step form—for making round steps and square corners.

Round and square stamp—for pounding sand smooth.

Sand spade—for general use.

Sand point—for artistic design.

What Shall We Make?

In making a sand subject any number of additional helps may be used so far as desirable such as miniature people, boats, trees, statues and shrubbery. Mirrors make good imitation water for lakes and ponds. These things should be in keeping with the subject and in proportion to it. A splendid thing to have in connection with sand modeling is storytelling. With mountains, valleys, lakes and islands whose caverns are inhabited by imaginary people and animals, there is a wonderful opportunity to vivify many interesting stories of history and adventure. "Yes, sir, here's where they landed on the shore of this lake and the Indians were hiding right behind that rock ready to shoot. But old Bill, up on the side of the hill, he saw 'em first and just dropped those Indians nice as yer please 'fore they got time to use their weapons."

The Imagination Finds Play

Sand modeling gives unlimited opportunity for the play of the imagination. When one begins to form the damp sand into homes, castles, roads, walls, arches and bridges, there is no end to what may follow. It arouses an interest in the things about us. My own children seeing an especially interesting arch and bridge while out driving in the park have remarked, "We will make that in the sand box when we get home" Perhaps the reverse will take place and after making some fine structure in sand, the boy will say, "I shall construct that in reality." The instinct to create and build up is thus developed in place of the habit or desire to destroy and break down.

Progressive Play

There is so much to be done in the sand box that in order to gain a comprehensive idea of these things one must classify them. Following a logical progression we have first the geographical formation of the earth, then the development of the land by man including the consideration of surfaces and grades. The trail or path is followed by the road, then the street and avenues as communities become built up. A great deal of building and architectural knowledge may be inculcated if the parent or teacher will call attention to the relative facts concerning the various subjects. Even a sand pile representing a mountain and a valley holds a store of information. From a rude dwelling on a cliff it is possible to illustrate a progression up to a fine public building with its outstanding dome and broad steps. A railroad elevation may be shown and explanation given as to how it is made.

Sand Modeling at the Sea Shore

It would not be difficult to start a real fad for sand modeling at the popular sea shore resorts. Many children and older people may be seen aiming at it every summer. Whenever I have been on these beaches with a set of modeling tools and started to make houses, castles and temples, a crowd of interested spectators have always gathered around to see how the various

effects are obtained. Some day I anticipate more sand building will be seen on summer beaches, particularly where the sand is of fine grain as on the Jersey coast.

At a Boys' Camp

At my boys' camp sand modeling played an important part in the less active hours. Some of the special modeling sand was used but a lot of fun was derived from a fairly fine grain river sand found near-by. The sand boxes were placed on a long work bench cut low with a seat around it. Of course, the spilling over of some of the sand did not matter much as the bench was on the ground under the trees, but it would be best to have a three or four inch board nailed to the edge of the table to save the spilled over sand from being wasted, especially if the table is on a piazza.

The Fascination of Sand Play

Sand modeling is exceedingly fascinating. When a pile of moist sand has been well packed, the sharp edge cutters slice it away in clean smooth layers; the little tamps pack it hard again in some other shape, and not the least interesting is the making of the round steps which appear before you as if by magic. Although children of five years and upwards will create many things by themselves in sand, they should be given ideas by older persons. A group of children will be interested in watching a teacher do things for a while, then they will imitate the leader and perhaps add ideas of their own. As in many games children must be shown first; then, given the idea, they will work out the play for themselves.

The Educational Value

Several Philadelphia schools have taken up sand craft in a systematic way with very good results. One teacher in an upper grade keeps a small sand box on a table in front of the class and illustrates scenes from the Geography or History lesson by means of a sand picture.

I receive a good many calls from parents who want the better grade of modeling sand as well as the tools. These people represent the intelligent class of parents who appreciate the sand box as being of educational value as well as an amusement for their children. It would be a fine thing if more parents would encourage their children to occupy their play time with worth while play rather than with much of the purposeless type of amusement which is so prevalent. It is, therefore, my purpose to place before parents and teachers a really constructive form of sand play under the name of *sand craft.*

In any well ordered life, due regard must be given to both work and play. It is true that "All work and no play makes Jack a dull boy." But it is equally true, I think, that all play and no work makes him equally dull. How to balance the two, therefore, becomes a question of prime importance.

SUGGESTIONS FOR RATING STUDENTS IN RECREATION IN THEIR PRACTICE WORK

The Playground Athletic League Training School of Baltimore has devised the following form for rating the students of the training school in their practice work on the field:

Name of Student _____ Rating _____
Name of Center _____ Date from ____ to ____
Remarks concerning ____

PERSONALITY
("That gift which attracts others and makes Leadership possible.")
Appearance ____ hat _____ courtesy _____
waist _____ tastefulness _____
skirt _____ common sense _____
shoes _____ sense of humor _____
Physical fitness _____ patience _____

INITIATIVE
Resourcefulness
Handling children _____
Organizing games _____
Meeting situations _____

PLAY SPIRIT
Does she enter into a game, story or dance with a spirit of joyfulness, wholeheartedness, and optimism that is contagious?
_____ Is she sympathetic with children? _____

DISCIPLINE
Do her orders carry weight? _____
Are orders given tactfully or in the manner of a policeman? _____

TECHNIC
How would you rate her skill in the following activities?
Constructive Play _____ Dramatization _____
Hand Activities _____ Health _____
Kindergarten Games _____ Music _____
Folk Dances _____ Games _____
Story Telling _____

BUSINESS
Does she report on time? _____
Does she follow schedule given? _____
Are personal reports sent in on time? _____
(Signed) _____ Play Leader
Date _____ _____ Field Leader
Playground Activities

Bedside Games

By

Edna B. Montgomerie

The introduction into hospitals for wounded and ill service men, of games and other forms of recreation has proved beneficial in a number of ways both to the mental and physical conditions of the patients. The games used must of course, be simple ones such as match sticks, pencil and paper games, simple card games, checkers and lotto, which will not prove too exhaustive and which can be adapted to the needs of patients who may have but one hand. More advanced games may be used for those who are stronger.

A few of the games which have proved most popular among convalescent soldiers at the Base Hospital at Battle Creek are as follows:

Bunco: Material for this game consists of three dice, pencil and paper. There may be two or more players. The players throw for the highest number, which becomes trump. Then they throw alternately. Every trump thrown counts one point and gives the thrower another chance. The game consists of twenty one points. Should three of trump be cast at any one throw the full twenty-one points are won.

Cootie: This is another popular dice game requiring the same equipment as in Bunco. The throwing of the dice is alternate if two people are playing; if there are four or more the players are divided into teams and each throws in succession. In the latter case the players throw for points. In making the team cootie, if number one is thrown the body is drawn on a piece of paper. When two is thrown the head is added. Number three represents the eye, four the feeler, five the tail, six the leg. A cootie has one head, one body, two eyes, two feelers, one tail and six legs.

Dice Baseball: This may be played by two individuals or by teams as in the preceding games. Two dice are required. The throwing of five constitutes one base; seven, a two base hit; nine a three base hit; eleven a home run. Everything else is an out. Each player throws until he has three outs. If playing in teams, each individual has one throw and the players rotate until three are out. Ten innings make up the game.

Store Contests: Material for this game consists of a box of anagram letters, and there may be two or more players. A handful of cards are put face down on the board. Each player chooses his own store of drugs, drygoods, groceries and similar supplies according to the number of players. One player draws a letter and turns it face up. Whoever can first say the name of an article in his store beginning with that letter wins the letter and the next chance to draw. The player having the greatest number of letters at the end of the game wins.

Further suggestions for games include checkers, parchesi, jack straws, fish pond, bag box beans; pencil and paper games such as naughts and crosses, finishing squares, tip tap top, hang a man; puzzles; anagrams; tricks; card games such as flinch, donkey, muggins, I doubt it; double solitaire, rock tuxedo, and target games such as tiddle de winks, table basket ball, ring toss and others.

In Rural Schools

The report of activities conducted by the Butte County, California, Elementary Schools Department of Physical Education shows a splendid record of achievement. The Department is not limiting its activities to physical education alone; it is touching the lives of men, women and children in a way which is making for richer living and increased happiness in rural districts.

I. School Mass Events

Seven groupevents were carried last year, the schools being divided into five groups according to their size—seven and eight, five, four, three, two and one-room schools.

The events in the group activities were as follows: triple broad jump, basket ball throw for distance, jump and reach, over-head throw, hop step and jump, push up and front throw. Daily practice tests were carried on and weekly records for each group sent the Physical Education Department office. Full instructions were given each teacher so that every event could be carefully tabulated and records compared with other schools. This interschool mass competition was enthusiastically received. The development of a pride in their school, of school loyalty and cooperation, a desire to win the pennant by heading the list for the best average and improved physical condition for the individual were some of the results of these mass events.

II. Team Competition

Six volley ball leagues were organized with scheduled games between the various schools. Intramural games in bat ball were organized, school leagues being the outgrowth in a number of cases.

III. Decathlon Events

During the spring term special attention was given to decathlon events which covered a series of ten weeks and were entered into with great interest. A total of 686 pupils were registered in the events making a total record of 443,014 points. The girls made better records than the boys striking an average of 82.3/10% while the boys measured up to 73%.

IV. Butte County School Exhibit

During Orange and Olive Exposition Week 750 articles made by school children were put on exhibition. In this way thousands of citizens became familiar with the work of the schools.

V. Posture Tests

Special attention was given through the schools to proper posture. Tests were made at intervals as a preliminary program for an intensive piece of work along this line next year. The children were given talks and demonstrations in posture to create their interest. Posture tests were a feature of the Play Day program as a demonstration to the parents present of the value of the work.

VI. Play Day

Thirteen Play Days throughout the County proved veritable joy days, large crowds of people being present at all of them. Three schools combined for the largest Play Day, brought to a close with a delightful pageant in which a large number of dance groups participated.

VII. Recreation Evenings and Days

Children are not the only concern of the Butte County Physical Education Department; recreation for adults is an important feature of the work. Community singing, Phun Nites, picnics, games, stunts, fashion shows, one-act plays, community Christmas festivals, pageants and entertainments of various kinds brought happiness to thousands of adults throughout the County.

Community Ownership Helps Better Films

Community ownership, as a practical solution for the problem of helping to better the movies, was a suggestion made at an open forum on the subject conducted by the Monday Club, an organization of New York's social workers. This suggestion was born of practical experience as related by Irwin Wheeler, a Columbia University graduate and lawyer, who directs high-class picture houses in Rye, N. Y., and New Canaan, Conn. Mr. Wheeler told the story as follows:

"Some of the good citizens of Rye came to the conclusion that the town needed a picture house of the highest type. Stock in the enterprise was thereupon sold to various citizens and within a year a fire-proof up-to-date theatre was built and opened. As a result of this ownership of stock in the enterprise the citizens feel a personal responsibility for the welfare of the theatre as well as for the patronage of really good pictures. The consequence is that when the theatre has booked a picture that it is ready to stand behind, word to that effect is sent to the citizens, who have such confidence in the judgment of the management that they give up their bridge playing for the evening and bring their entire dinner parties to the theatre, evening clothes and all."

The same experiment was tried successfully in New Canaan, which is Mr. Wheeler's home, and stock was once more sold to the citizens. The town includes an artists' colony and their interest in the theatre has been heightened by the exhibiting of paintings by these local artists in the halls and foyer of the theatre.

Here was a suggestion that was considered worthy of being passed along to communities that have advanced economically to such an extent that the citizens could afford to erect a play house of the better class. The point was made, however, that care should be taken that such a theatre was really needed and that it did not infringe upon the natural patronage already given to commercial managers.

At the same meeting, Will H. Hays, after paying a tribute to the social worker, added, "The motion picture has caused some of the wreckage that you are cleaning up." He appraised the importance of the recreation movement when he declared, "Just as you serve the leisure hours of the masses so do you rivet the girders of society."

Athletics for Girls

The Girls' Branch of the Public Schools Athletic League of New York City with headquarters at 157 East 67th Street, has just published its new official handbook. Organized twenty-one years ago the Girls' Branch, which is reaching many thousands of girls, still stands for certain fundamental policies, among them the following:

Sport for sport's sake—no gate money

Athletics for all the girls

Atheltics within the school and no interschool competition

Atheltic events in which teams (not individual girls) compete

Athletics chosen and practiced with regard to their suitability for girls and not merely in imitation of boys' athletics

At a time when the question, "What athletics ought our girls to have?" is being discussed throughout the country, the activities sanctioned by the Girls' Branch will be of interest.

For Elementary Schools

I. Folk Dancing
II. Walking
III. Swimming
IV. Skating
  1. Ice Skating
  2. Roller Skating (out of doors)
V. Rope Skipping
VI. Bicycling
VII. Coasting
VIII. Hand Tennis
IX. Track and Field Athletics
  1. Shuttle Relay
  2. Potato Relay
  3. All Up Relay
  4. Hurdle Relay
  5. Pass Ball Relay
  6. Basketball Throw
  7. 50-yard Run
  8. Circular Track Relays
     3A to 4B not longer than 30 yards
     5A to 6B not longer than 40 yards
     7A to 8B not longer than 50 yards
X. Team Games
  1. End Ball
  2. Captain Ball
  3. Basketball
  4. Punch Ball
  5. Indoor Baseball
  6. Newcomb
  7. Nine Court Basketball
  8. Captain Basketball
  9. Long Ball
  10. Volley Ball

For High Schools

I. Folk Dancing
II. Walking
III. Swimming
IV. Horseback Riding
V. Skating
  1. Ice Skating
  2. Roller Skating (out of doors)
VI. Bicycling
VII. Golf and Lawn Tennis
VIII. Hand Tennis
IX. Heavy Gymnastics
X. Track and Field Athletics
  1. Simple Relay (circular track)
  2. Shuttle Relay
  3. Potato Relay
  4. Hurdle Relay
  5. Baseball Throw
  6. Basketball Throw
  7. 50-yard Run
XI. Team Games
  1. Indoor Baseball
  2. Field Hockey
  3. Basketball
  4. Volley Ball
  5. Captain Ball
  6. Newcomb
  7. End Ball
  8. Punch Ball
  9. Pin Ball
  10. Nine Court Basketball
  11. Captain Basketball
  12. Long Ball

RHYTHMS *for* CHILDREN *with the* DUO-ART

The foremost educators have endorsed this method of stimulating physical action through music. "Do what the music tells you to do" has been the slogan not only for interpretive dancing but also for rhythmic play.

In these recordings directed by Alys Bentley, pioneer in such work with children and played by Erno Rapee, the Director of one of the largest motion-picture music departments in the East, we have the final word in correct musical background. The melodies used are from Mozart, Beethoven, Schubert and other great masters.

Creating Physical Expression - - - **Duo-Art Roll No. 1028**
Bentley Rhythms played by Erno Rapee **Duo-Art Roll No. 1032**
Creative Listening Through the Individual - **Duo-Art Roll No. 1036**
Bentley Rhythms played by Erno Rapee

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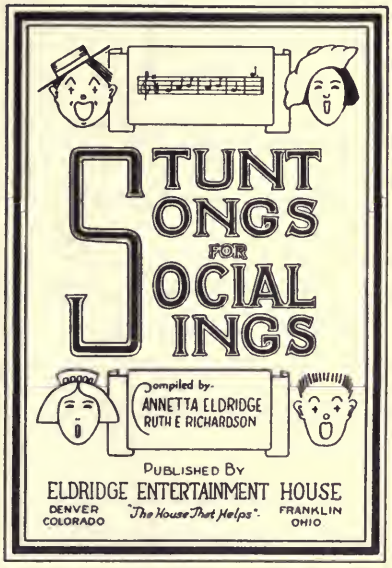

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At the Conventions

Nearly 100 delegates attended the Tenth Annual Convention of the City Managers' Association, held in Washington, D. C., November 13 15. Reports given at the Convention showed that 330 cities now have the City Manager plan of government—the latest and largest being Cleveland. City Managing is now recognized as a distinct profession and more and more universities are providing training.

Much was said at the Convention regarding the need of recreation in modern life. One city manager from Iowa told of his experience in canvassing the opinion of many leaders and groups, including the young people of the High School, as to the needs of the community. As a result of his questioning he concluded that the greatest need was more playgrounds, parks, athletic fields, a swimming pool and similar facilities, and he set about providing these as soon as possible. His problem of delinquency and crime has almost disappeared.

The rural home was the general theme of the Sixth National Conference of the American Country Life Association in St. Louis, November 8–11. "Economically sound, mechanically convenient, physically healthful, morally wholesome, artistically satisfying, spiritually inspiring and founded upon mutual affection and respect," was the ideal held up.

"Quantity of life, not quantity of goods," said President Butterfield, "is the final test of our civilization. The home is the energizing center for gaining this quantity of life. Because so large a part of the upbringing of children is now being turned over to the school, the home and the school must somehow be more closely brought together in purpose and understanding. There must be a more intelligent idea on the part of adults as to the responsibility of the home to the community and of the community to the home."

A thought-provoking paper was read by Dr. C. J. Galpin, Director of Rural Life Study of the Department of Agriculture, on the question, "Can the farm family afford modern institutions and facilities as well as the city family?" Dr. Galpin pointed out that in many rural areas it is not possible to finance through tax funds certain of the important institutions of modern city life, such as the High School, the library, the hospital and the playground. For the

The end to traffic accidents around the playground–

The moral and legal obligation of protecting children coming to public playgrounds from traffic dangers is completely fulfilled when you enclose the grounds with Cyclone Fence.

A new and exclusive Cyclone Process now offers fence buyers a rust-proof fence which will last many times as long as any other chain link fence made. It permits the deposit of a rust-resisting zinc coating approximately *five times as thick* as any such coating ever successfully applied. In this new process the zinc coating is applied *after* the fence fabric has been woven—the reverse of the old method. All parts of the fabric, even the cut ends, are covered. The fabric needs no annual painting for rust-protection. To fence buyers it means maximum service at minimum maintenance cost.

Our experts will study your fence requirements, offer recommendations and submit estimates of cost without obligating you in any way. This is part of Cyclone Service which you will find invaluable in selecting and installing appropriate and highly desirable fence.

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Our Knockdown Bleachers are everywhere in schools, colleges, industrial plants, baseball parks, playgrounds, clubs—wherever people congregate indoors or outdoors.

They go up quickly without a bolt to tighten or a nail to drive. Yet they stand firm and rigid under the surging and jumping of an excited crowd. Solidity is their outstanding quality.

Knockdown Bleachers are comfortable—ample room for each spectator and a separate foot rest below the level of the seat ahead. The seat boards, made of high grade Washington Fir, are smooth and painted. The jacks or horses are made of strong, long leaf yellow pine, securely bolted.

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country the per capita average income of the farm man is $417, of the city man $716. In 1921 the cities of the United States spent approximately 49% of their total budgets on schools, libraries, health agencies and recreation—the proportions being: for schools, 42.45%; for libraries, 1.35%; for health, 2.1% and for recreation 2.85%. The farmer actually helps to pay the cost of these four types of institutions in the cities through the high price he pays to city dealers and he does not get back similar help through the prices he receives from the city.

"The Church," says Dr. A. W. Taylor, Secretary of the Board of Temperance and Social Welfare of the Disciples' Church, "must devise new methods of approach and appeal if it is to hold the young people." He made a strong plea for the community-church with institutional features highly developed and including all forms of recreation.

Through the sessions of the Conference was voiced the feeling that there must be a richer and more expressive life for the rural population and that all the good things enjoyed by the city dweller along health, social, educational and recreation lines must somehow be brought to that population.

A Vacation for the Farmer

In speaking before the American Country Life Association on the subject of the long working day of many farmers, Mr. James M. Howard, former President of the American Farm Bureau and himself a farmer, said "I am not an advocate of any particular time measure for a day's labor in any vocation—that number of hours is best which produces the largest results for the present day without impairing the mental acumen or physical vigor required for the work of the succeeding day. I hereby testify that on my own farm, so long as I let the day drag into the night, on the succeeding day I was not efficient either in the management of my farm or in the performance of my own labor upon it. When the afternoon work was finally stopped at such hour as enabled a proper recuperation, the work on the farm ceased to drag and soon I was pushing the work, rather than permitting the work to push me. I know of nothing that would be so helpful to the country life in America as that of bringing the hours of labor in the farm day to a standard which will

promote both mental and physical efficiency. I know no more helpful thing that the American Country Life Association can do than to popularize the slogan 'Junk the Lantern.'

"Country Life is too often supposed to be and too often is tedious, colorless, made up of a routine, humdrum existence, which confines the farmer and his family year in and year out to their immediate environment. Such a thing as a farmer taking a vacation might sound an impossible absurdity to many people. Many other people would consider it as only a jaunt, the sole purpose of which would be to gratify the wanderlust which is in all of us. For my own part, I want to say that I consider an annual vacation for the farmer as a business proposition. Again I am reverting to the fact that successful agriculture is as much a matter of mental activity as it is of physical and that the brain work of farming is too little appreciated.

"The most productive investment of the year on my own farm is that spent in an annual outing—not only for my own family but for those who are employees or tenants. It is returned many times over because of the better application to the job in hand on the return home, and because the new contacts made and the ideas gained are made use of in the better management of the farmstead. If it could be impressed on the farmers of America, and indeed many of them are already grasping the idea, that an annual vacation is a business proposition, an investment returning dividends, and actually within the possibility of any family who plans for it, a great forward step would be taken in the advancement of country life."

The Farm Home at Its Best

At the American Country Life Association held in St. Louis, November 8-11, Dr. Ruby Smith, Associate Home Demonstration leader, New York Agricultural College, painted a picture of the ideal farm home. Recreation is described as one of the most important features in the picture, as the following extracts from Dr. Smith's paper will show:

The Home

"There are inviting porches. There are swings, sand piles, slides, teeter boards and other play-

This Little Chap Will Thank You

for "OVERSIZE" Playground Apparatus. You know what we mean by Oversize—Everything made better than demanded—stronger than usually thought necessary—assuring a satisfaction greater than expected. Oversize means Safety—permanent safety. The little folks have put their trust in us, and we shall continue to justify that confidence. Good enough will not do—it must be Best. Let us work with you on your plans.

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Recreation Engineers

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"First it was the Base Ball only; Now we cover the World of Sport"

Where Large Numbers of Children Gather

in open places Solvay Calcium Chloride should be applied to the surface in order to prevent discomfort caused by dust

SOLVAY–CALCIUM CHLORIDE

is being used as a surface dressing for Children's playgrounds with marked satisfaction.

It will not stain the children's clothes or playthings. Its germicidal property is a feature which has the strong endorsement of physicians and playground directors.

Solvay Calcium Chloride is not only an excellent dust layer but at the same time kills weeds; and gives a compact play surface.

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"Department Q"

ground joys for the children—one's own or the neighbors'.

"The living room—whether parlor, sitting room or library—is an important place because family and friends gather there. There are books and magazines, newspapers, telephone and perhaps radio, to connect the farm with the rest of the world. There are pictures; there is provision for music; there are comfortable chairs, soft lights and games and toys; there is an open fire, whenever weather will allow, not for the warmth alone but for the visiting dreams and deep thoughts that go with it. Hospitality and companionship are the atmosphere of this room.

The Playroom

"The most interesting part of the house belongs to the children and is their playroom. If the house is too small or the family too large to give the children a room of their own, they should have places to call their own where they can collect their treasures and get away from the world of 'don'ts and 'do-be-carefuls.' It is not needful for the house to be large but the spirit in it must be large. Proper place for the children may be arranged in the attic, in a corner of the living room, in their bedrooms or in a shed or barn. It should be sunshiny and equipped with childhood delights—books, games, pictures, toys.

"It costs so little in time of money to give children ways to play, far less than it takes to scold them for the mischief they do for lack of playthings. I can testify that no investment can pay such large interest as comes from buying a new sandpile and enough rope each year to make three swings—a large one, a middle-sized one and a little one.

"We tried to make our house the most interesting house for the children of the neighborhood. We succeeded and the Pied Piper, had he passed our house when our children were little, would have found it hard to lure them and their friends away from the sandpile, garden, swings, teeters and aquarium in a washtub, snow forts, slides, a play store, a doll house, a room with a miniature stage for dramatics, an attic to explore and two stairways down which by adding stout pillows it was possible to slide and rival a midway roller coaster"

Dr. Smith pointed out the importance of a close relationship between the farm home and

the community and of cooperation between the farm family and its neighbors and community institutions. "Every farm community needs to interest itself in certain fundamental community enterprises, namely the school, the church, the home paper, the markets and recreation, and in American communities a multitude of interesting community enterprises are in successful operation. Thus there are (1) better schools because of new playgrounds, school gardens (with their unconscious influence of children's love of beauty and orderliness), hot lunches (raising grades in arithmetic as well as health), flagpoles, pictures, drinking fountains and such changes as will equalize the school opportunities for children of farm and city. In New York we are still engaged in this crusade. (2) Rest rooms for farm people in cities where they play, shop, go to school or church (3) The development of village parks, the care of cemeteries and community playgrounds (4) Recreation through choruses, orchestras, bands, picnics, parties, movies and rural dramatics in plays and pagentry (5) Libraries that will reach more farm people with the companionship of books (6) Better fairs (County theatre and exhibits) (7) Loan chests for the sick (8) Cooperation with the country merchant (9) Cooperation with the home paper (10) Cooperative water and electric service (11) Community "swimmin' hole" (12) Opening the closed rural church (13) Community sewing rooms, finding "how nice the neighbors are" and saving of overhead charges (14) Community kitchens and patriotism ("learning to cook in English") (15) Book and magazine clubs (16) Community celebrations of Christmas, Hallowe'en and other red letter days (17) Community hospitality expressed in drinking fountains and benches.

How Can I Become a Good Citizen of Connecticut?

(*Continued from page 550*)

an American, a citizen in her land and in the state of Connecticut. The little Russian village where the curfew chimed its goodbye to the six little boys and girls (who are now six big girls and boys and citizens of Connecticut) is no more. The chimes of that bell are silent, stifled by the stamp of War, but in America, a greater bell is ringing, not goodbye, but "Freedom and justice for all, Independence, which, please God, shall never die."

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These two books contain a varied collection of music,—modern, original and classic,—for the dancing, walking, hopping, skipping rhythmical activities in schools and playgrounds.
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The Problem Column

We have asked superintendents of recreation throughout the country to write us of some of their problems so that we might secure articles on these subjects for publication in THE PLAYGROUND. In other words, we wanted to find out what recreation workers would like to have discussed in THE PLAYGROUND.

And the problems have certainly come in! Few of them are easy; many are fundamental problems of relationships, finances and leadership which must be solved if the movement is to progress as we are hoping to see it go. Many of them are common to all workers and to all communities.

Can we get our heads together and solve some of them? We are going to try anyway—and by "we" we mean you—and all of us.

One or two problems with letters or articles which we have been able to secure which will throw light on them will be published each month. If you have comments on the questions or answers and additional information to offer, send them along for the next issue. Sometimes we shall publish just the problem and this will be an "S. O. S." call for help. We want all of you who have had any experience in meeting the problem presented and who can throw any light on it, to write and tell us the facts so that we can pass them on.

Needless to say, The Problem Column will not be successful unless you help make it so. We are depending on all of you.

The first question we will publish comes form Lincoln E. Rowley, Secretary of the Board of Recreation Commissioners in East Orange. It has to do with tennis. Here are the questions:

What is the best construction for tennis courts?

What of care and maintenance?

In the use of courts, what restrictions should be made and how should the courts be assigned?

What number are needed per thousand population?

V. K. Brown, Superintendent of Playgrounds and Sports Division, South Park Commission, Chicago, Illinois, has written the following in answer to Mr. Rowley's inquiry;

"It is useless to say anything about costs, as local conditions make cost an entirely relative matter; and they are worse than useless because they are positively misleading.

"The values of tennis are obvious. Its wastefulness of space is equally obvious. Volley ball with less space, for example, serves far greater number, and can be made as valuable a game from the physiological standpoint. Where large space exists, however, tennis, because of its popularity, can well be provided for.

"Washington Park has a complement of over one hundred courts, and in favorable weather they are all in use. Players change on the even hour, and the public indicates priority of claim to the next hour by inserting a racquet in the mesh of the net. We have little necessity for supervision, and the court use regulates itself with approximate justice. Occasionally some individuals, attempting to hog the facilities, are reported to the police, but in general a vary fair attitude characterizes the use of the facilities.

"Number of courts needed for the population is an impossible proposition to analyze. It would be purely a matter of opinion, should I even venture a suggestion, and also, the actuality of the need would be a personal opinion and not by any means a scientific fact. Where other facilities are available, I doubt whether there is a really demonstrable scientific need of tennis. Other things can be substituted. The number

desired depends entirely upon the popularity of the game, accessibility of the courts to residence districts, shade, shower accommodations and various other factors leading into too elaborate a complex to be worth while discussing.

"There is one thing that might be mentioned, however. That is this: We have devoted areas in our larger parks to tennis, periodically changing the location of courts on our grass lawns without prejudice to the beauty of our park development and without damage of a serious nature, at least to the landscape art effect. This is worthy of note and should encourage local park boards to consider seriously the question of grass courts, as affording larger utility to their open areas, while conserving all of the beauty for which the park is set aside and cherished by the citizenship."

Please let us hear from others on the subject.

And here is a question which we are broadcasting for discussion. Doubtless the majority of you have had to meet it. What is the answer? We want to have a number of replies to this important question:

"I feel the real problem of recreational superintendents is to amalgamate the activities in recreational lines of the school boards, park boards, and city councils into one division, or if not in one division, to secure the cooperation of the various departments so that the recreation department will be helped and not hindered. How this can be done when such boards are at logger-heads with each other, I do not know. Possibly someone can tell me."

What One Public School Does

(*Continued from page 552*)

various churches. Regular meetings are held during the winter months and a number of enjoyable entertainments are held. Mock trials are sometimes a part of the program and on one occasion the entire community sat as a legislature.

The Parent-Teachers Association

The Parent-Teachers Association is doing much to help equip the school building with curtains and they have also provided a piano. Once a week members of the Association visit the school and observe the work.

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"The Original Hydrant House"

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Farm Service

Every Saturday from ten to four the farm shop is at the disposal of the farmers of the community, who are invited to bring in their broken implements or machinery that needs repairing and to use the school tools under the supervision of the Smith-Hughes instructor who comes out from Rochester. The service provided by the school is immensely appreciated by the farmers and has done much to win the support of everyone for the modern methods which have been put into effect in the new consolidated school. Usually several of the farmer's wives come with them to the school building, and these assist the wife of the principal in serving lunch at the noon hour on Saturdays. The men themselves take an hour intermission for an indoor baseball game in the gymnasium.

The Eyota School serves as a sub-agency for the county leader of the Farm Bureau, the County Superintendent of Schools, the Boys' and Girls' Club and the County Board of Health. Farmers who wish the help of any of these people leave instructions with the superintendent of the school who forwards them to the proper person. The dominant interest of the farmers

of this section is the raising of hogs and corn. Accordingly the school furnishes the latest prices on hogs and corn by radio to the farmers of the district.

The Farm Housewife

Among the laboratories on the second floor of the school building is a splendidly equipped kitchen, frequently used by the community as well as the students. A two-day canning school conducted here last summer was attended by sixty-five girls. The most scientific methods in canning were demonstrated in the school after which the kitchens of the Home Economics Department were thrown open to the neighborhood. The women of the community were invited to come there and use the conveniences, at the same time enjoying the fun of working together instead of laboring at the task alone. In addition there are, for the farm women, demonstration classes in home management conducted by the county leaders in Home Demonstration work.

The Question Box*

ANSWER BY MR. NASH:

In answer to a question which has been put by Ernst Hermann, I find that I am not able to agree with Mr. Hermann either in regard to his premise or his conclusions—all of this in spite of the very high personal regard in which I hold Mr. Hermann.

In my own thinking I make a very wide distinction between the word "play" and "recreation," while Mr. Hermann in his first sentence places "play, sports and athletics as forms of recreation." Play as the serious occupation of the child represents to me not just a series of games but a philosophy. The play philosophy can be applied to outdoor exercise and recreation or again it can be applied to the teaching of history or the working out of a project in civics.

The fundamental problem of play and recreation must be handled separately both from the standpoint of administration and values. Again I cannot agree that "bodily health is the basis of all" play or recreational values which are enumerated by Mr. Hermann as:

(1) "Vitality," (2) "Stronger mind in a stronger body with stronger nerves," (3) "Keener Senses," (4) "Greater love for mankind," (5) "Finer sense of fair play," (6) "Higher conception of citizenship," (7) "Greater loyalty and patriotism."

It seems to me that bodily health can be readily developed where there is no semblance of "love for mankind" or "sense of fair play" or "high impression of citizenship" or "greater loyalty and patriotism." Your village "bully" may have health but none of these qualities. While I agree that all of these are ideals of the play and recreation program, I cannot agree that the basis of all of these is bodily health. Our play and recreation program undoubtedly has a very close relationship to bodily health yet I can conceive of placing moral qualifications of *team work*, *fair play*, and *cooperation* side by side with the basic value of bodily health.

I am wondering whether "sedentary indoor life" can be held "our children's greatest handicap."

Undoubtedly exercise stands as one of the very important elements of health for the normal child yet two other major items must be taken into consideration, namely:

(1) *Proper Food Eaten at Proper Intervals*

(The prevalent custom of too much money in the hands of children has greatly increased the use of candy between meals and is playing havoc with our children's health.)

(2) *Proper Rest*

(This is no small problem in this day of the automobile, moving picture and bright lights.)

To this list of health requisites must be added for the child who is not normal, expert assistance in the removal of growth handicaps.

On the main conclusion I would greatly question the doing away with the summer vacation because it is during the summer that people both in the east and in the west are able to get away from the city into the mountains for a touch of real out-of-door life. With the snow and cold both in the east and in the mountains of the west nothing approximating a summer vacation would be possible in the winter. We all agree that additional emphasis should be put on winter sports but we have at the present time our after-school period, Saturdays, Sundays, school holidays and three weeks' vacation at Christmas time when this can be stressed. Why not experiment upon an elaborate program of winter sports in these periods?

JAY B. NASH

*Continuing the discussion of Mr. Hermann's article in THE PLAYGROUND for November.

ANNOUNCING The DUO-ART Book of Music

FOREWORD

MODERN invention is making the actual reproduction of music possible on so large a scale that the general public is having the opportunity to get in touch with extensive collections of material which was possible only to fortunate scholars in former times Never has the necessity for guidance been so great because the numbers of those who need guidance have been so greatly increased Hence, I know of no more valuable aid not only to the general public but also to students and teachers than to have publishers who are issuing large quantities of material classify this so that the stranger is not left wandering in the mazes of a general catalogue, but can have the intelligent assistance of a guide to direct him where he will find what he wishes..

CHARLES H FARNSWORTH
Professor of Music
Teacher's College—Columbia University

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In making this book, acknowledgment is given for helpful advice and aid to the Advisory Counsel of the Educational Dept. as follows:

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(See The Gateway of Adventure, by Mary Noe Arrowsmith, p. 603)

The Playground

Vol. XVII, No. 11 FEBRUARY, 1924

The World at Play

Resolutions of Federal Council of Churches.—(Adopted at meeting of the Federal Council of Churches of Christ in America in the First Baptist Church in Indianapolis, December 13, 1923.)

In view of the country-wide unrest, of the increasingly apparent unwholesome effects of our machine age upon the life and spirit of industrial workers, of the strain of our modern civilization, of the perils of youth arising out of the pressure of commercialized amusements, it is recommended that increasing attention be given by all of our churches and local federations to the subject of recreation and the application of its deeper principles of education, citizenship—development, creative self-expression, character building and community enrichment.

The following resolution was adopted September 18, 1923, by the executive committee of the Commission on the Church and Social Service of the Federal Council of Churches of Christ in America:

It was voted: to approve the request of the Playground and Recreation Association of America for assistance in Illinois and Iowa. These states have passed enabling laws by which communities may assess taxes and appoint community directors of recreation. The Playground Association wishes to educate public opinion to take advantage of these enabling laws in the late autumn and early winter municipal elections.

Foundations of Patriotism.—The Fifth National Convention of the American Legion at San Francisco, California, October 15-19, 1923, passed the following resolution:

"Further Resolved, That it is recommended by this convention to every post of The American Legion that following the example of hundreds of posts all over the world, they initiate at once with the assistance of the National Americanism Commission and with such cooperation as can be obtained from all other public-spirited local organizations, a forward-looking program for their communities which may well include:

"Betterment of schools, recreation, park and playground facilities; furtherance of Boy Scout work and active participation in Scout Troop organization and management; medical clinics, municipal music concerts, public forums, community buildings, city planning, and all forms of better citizenship movements—in fact, after due survey of local needs, every enterprise which will further the well-being, health and happiness of the community.

"The National Americanism Commission shall upon request from the posts furnish suggestions, plans and personal supervision when possible, and in furtherance of that objective that an Advisory Council which may include other than Legionnaires be chosen by the National Commander and the National Executive Committee, the honorary presidency of which shall be tendered to the President of the United States and membership to outstanding citizens who have distinguished themselves in such patriotic work.

"It is further directed that the several departments establish similar bureaus to function within the departments with similar Advisory Councils—the chairmanship of which shall be tendered to the Governor of the State."

National Music Week.—The widespread local observance of Music Week and the enthusiasm of communities over its activities have inspired the National Music Week Committee in its effort to make the observance nationwide May 4-10, 1924. Community Service organizations, Playground Associations and others interested in directing leisure time activities are invited to join in this movement. Joseph Lee, President of the Playground and

Recreation Association of America, is a member of the Committee, the Secretary of which is C. M. Tremaine. The Committee desires to know what communities are co-operating and what plans are being made, and to assist in any way it can in carrying out the plans. The Committee Headquarters are at 105 West 40th Street, New York City.

Plenty of Play Space.—The November issue of the American City magazine tells of a new community which is being developed in Oregon. The facilities for recreation are described as follows:

"Aside from a 6-acre park near the center of the town, which is nearly completed, an area of about 100 acres in the form of a crescent-shaped parkway, 500 to 800 feet wide and 1½ miles long, surrounds the so-called inner city. This is bounded by two boulevards and will be developed so as to provide for the recreation needs of the community. It will have a continuous waterway along its entire length. To the west, at the base of Mt. Solo, a golf course will be developed immediately, and it is expected that another course soon will be added in the hills to the northwest. In addition, portions of the hillsides, together with smaller parks for neighborhood use, a part of the frontage along the Cowlitz River, are proposed as part of the complete park development for Longview. All the outstanding natural beauties of the site will be preserved in park land.

"Ample school grounds, in themselves local parks, have been planned for. Around the grade schools five acres or more have been reserved, and about thirty acres for the use of the junior and senior high schools and a general athletic field."

Volley Ball at Harvard Beach, Michigan.—There are ten teams of men playing volley ball regularly twice a week at the Harvard Beach Community House. And that volley ball makes a wide appeal to men of varied interests and pursuits is evidenced by the fact that teams include business and professional men, employees at industrial plants, fishermen and farmers.

Taking City Planning into the Schools.—Several years ago, Johnstown, Pa., conducted a comprehensive city planning study which was accepted in January, 1919. But this study did not meet the fate of so many documents of its kind; it was *not* filed away and forgotten! A campaign of education was conducted to create public sentiment in favor of the various recommendations offered in the plan.

Armed with a complete set of lantern slides and with photographs and drawings, representatives of the City Planning Commission went before clubs, lodges, parent-teacher associations and groups of all kinds, to explain the scope of the plan. Realizing that the young people of the community represented the citizens on whom the development of the plans would largely fall, the Commission made their schools their chief objectives. The plan was adopted by the teachers of the eighth grade as a subject for study of the English language under the title of "Future Johnstown."

Mr. Leo Buettner, Secretary of the Commission, met with the teachers of the eighth grade and explained the general plan and the slides. The plan was then divided into six parts—commission; jurisdiction; duties and object; the plan as a whole; thoroughfares; rivers and bridges; parks and playgrounds, and municipal buildings. One part was assigned to each of the six grammar grade schools. The Secretary of the Commission then took slides into each school and explained them to the children, the children asking questions regarding them. The next step was a personally conducted tour of the children to the sites of the proposed improvements. Every child was later required to make an oral and written report on the subject.

In seeking information, the children naturally asked questions regarding the planning of their parents and older friends who very often had to go to City Hall to secure the information. In this way, adults of the community become interested in the project, sections of which have been put into effect.

A New Indoor Horseshoe Club.—St. Paul horseshoe pitchers, Ernest W. Johnson, Superintendent of Recreation, has written, have banded together and formed an organization known as the Indoor Horseshoe Club of St. Paul.

At a meeting of all the Horseshoe Club members of the city, the plan was very enthusiastically received and action was taken immediately to establish indoor courts and to

proceed at once with the membership. At the following meeting sixty members subscribed to the support of the indoor court, and before the organization was completed one hundred members had been enrolled.

Eight regulation courts have been installed with special pins attached to the floor and definite evenings have been allotted to each club.

Industrial Plant Helps.—One of the largest industrial plants of the city of Cambridge, the John P. Squire Packing Company, has taken the initiative in clearing a vacant piece of land adjoining one of its buildings, and by installing shelters and equipment has made an excellent playground for children. This area is located in one of the most congested parts of the city and will be a boon to the foreign-born population.

Radio Raises Morale.—For a number of years the San Francisco Community Service League has been furnishing weekly programs for the boys of Prison 84, Mare Island. Not long ago it occurred to the officials of the League that by the installation of a radio the men would have an opportunity to enjoy the concerts which were being broadcasted daily. As no funds were available for the purpose, an appeal was sent out to all the radio supply houses of San Francisco and each donated a part of a radio set. These were put together by an expert and installed at Mare Island.

Since the installation of the radio the morale of the prison has been raised to a great degree.

San Francisco Circus.—"The big tent was lacking but nothing else." This was the verdict of San Francisco regarding the circus given at the Jackson Playground under the auspices of the Playground Commission, of which Miss M. Philomene Hagan is Secretary.

With flags flying overhead, sawdust under foot and music in the air, four hundred boys did their stunts before an admiring audience of 2,000 mothers and fathers, sisters and brothers and friends. There were 110 clowns—Ringling Brothers never had so many!—ballyhooers, wild animals with their trainers, acrobats, gymnasts, cowboys, burlesque artists and living statues.

St. Paul's Bathing Beach.—Opening on June 5 and closing September 8, Phalen Beach at St. Paul last year gave the people of St. Paul the longest season in its history. The attendance far surpassed the record of any previous year. Two hundred thousand men, women and children used the beach. The record attendance for one day was 6,436.

There were two toboggan slides erected for adults and two copper-bottomed slides for children. The toboggan slides were immensely popular and became known throughout the entire North West. The slide has a tower 33 feet high and a chute 100 feet long. Toboggans are made for two and three people and the construction is such that no one can possibly be injured except through extreme carelessness. A starter was placed at the top to see that there was a regular interval between each two toboggans. As a result of this watch, not a single injury occurred during the entire season.

During the major part of the season the regular employees in addition to the manager consisted of eight life guards, nine male and five female attendants, one cashier, one janitor and a watchman. On Saturdays and Sundays a number of extra life guards and attendants were employed.

The gross receipts for the season were approximately $14,000.

Arbor Day at Allentown.—Arbor Day was celebrated at Allentown, Pa., on October 26, when three thousand children from the public and parochial schools met at River Front Park to dedicate the twenty-nine trees and the shrubbery which they had donated and which they will care for in the future. The program consisted of singing of *America* by the schools; an address by the Mayor; the labeling of the trees by the respective grades; an address by a representative of the Lions' Club and the singing of *Arbor Day* by the schools.

Three children, two boys and a girl, representing each grade of the various schools delegated to adopt and care for the trees, attached to each tree a tag telling the name of the tree and the grade and name of the school selected to care for it.

Not to be outdone by the children, the Lions' Club presented two large elm trees which will be cared for by that organization.

Plans for New York.—Mr. Thomas Adams, General Director of Plans and Surveys of the

Committee on Plan of New York and Its Environs, gave a most interesting and instructive address at the Cosmopolitan Club, New York City, December 10, under the auspices of the Municipal Art Society. In discussing the various problems entering into the making of a plan for the greater Metropolitan Area, Mr. Adams mentioned as a consideration of prime importance the necessity for greatly increasing the facilities and space for playground and recreation purposes as essential to the proper development of the child life and of a stronger, finer citizenship.

The plan upon which Mr. Adams and his assistants are engaged will include 200 incorporated and 200 unincorporated communities, 1,800 miles of railway and 1,800 miles of water front, from which may be inferred what a great problem is the scientific and artistic planning of an area so great as this for the service of a population of 9,000,000 at the present time, and which is increasing so rapidly that it is estimated there will be a population of 18,000,000 in this area within thirty years.

Unique Activities in Johnstown, Pennsylvania.—The children of the Johnstown playgrounds last summer did remarkable work under the leadership of Miss Regina Maloy, Playground Supervisor, in converting pasteboard boxes into doll houses. There were living rooms, bedrooms, kitchens, sun-porches and dining rooms furnished in a most attractive and artistic manner with furniture all made of paper—chairs, davenports, tables, pianos, desks, books, lamps, victrolas, flowers in pots and vases. Every room was papered and had paper rugs harmonizing with the furniture and curtains. Each had a cleverly followed color scheme. There was also a Doll Dressing Contest on the playgrounds, with a first prize for a Spanish lady, a second for a typical American. In addition, the Dibert Street playground children dressed oilcloth dolls for the children of the Sanitarium at Cresson.

Little Theatre's Puppet Shows.—The enthusiasm, ingenuity and originality of the children made of the Johnstown Puppet Shows a splendid educational project. The shows given by the children were exceedingly original, each playground working out its own in a unique way as to construction and presentation.

The following stories were adapted or dramatized: *The Princess Pocahontas, The Three Billy Goats Gruff, The Three Pigs, The Wolf and the Seven Kids, The Gingerbread Boy, Little Red Riding Hood, Henny Penny, The Three Bears, The Elves and the Shoemaker, The Brementown Musicians.*

The children of Johnstown are fortunate in having a firm friend in W. F. Cleaver of the Johnstown Vocational School Printing Plant, who has taken many pictures of the Puppet Shows and other activities.

In the Far North.—"At Anchorage, Alaska, a community of nearly 3,000 people," writes Dr. Ella Wight, "I am working and talking very hard to get a community house or athletic hall or club, and I do believe I am getting certain business men and the School Board, Women's Club and other organizations interested to the extent that they are talking plans and management of a community house. So I am writing your organization for pamphlets that cover community houses, clubs and playgrounds or any other literature that would help us. We have many inconveniences to overcome here in the Northland but we are doing our best and have a wonderful little community and a splendid climate."

Play in Italy.—It is reported that Signor Mussolini and his Minister of Education have outlined a program of recreation and physical education for the children of Italy. Physical education is to be made compulsory in the schools. The boys and girls will devote two mornings a week or one morning and one afternoon to physical exercise on playgrounds, of which fifty are to be organized in the near future and others later, until there is at least one playground for every educational center.

Community Nights at Long Beach.—At Long Beach, California, there is a regular weekly Community Night at the City Auditorium. Various organizations take charge of the programs which are scheduled several months ahead. The Hostess Club, Minute Girls, Friday Night Club and other groups are in charge of the entertainments in which the community never loses interest.

Increased Appropriations in Los Angeles.—Los Angeles, California, has issued bonds to the amount of $1,500,000 for recreational

purposes. The Recreation Department has also been granted an increased tax appropriation for maintenance which will provide a budget of about $400,000, an increase over last year of approximately $175,000.

A New Playground.—The Southern Pacific Railroad has offered the Chamber of Commerce and Community Service of Lafayette Parish, Louisiana, the use of its park as a playground. The park is located near the railroad station.

Films for Children and Family Groups.—The Better Films Committee, 717 Kimball Building, Chicago, has issued a list of films especially recommended for the child, for the adolescent, and for family groups. They have been reviewed only after inspection by the Chicago Censorship Board. A copy of the list which includes such pictures as *Scaramouche, Gentle Julia* and *Chronicles of America,* may be secured from the Committee.

The Discobolus.—This is the name of the new publication issued quarterly by the Student-Alumni Physical Education Department of Teachers' College. Its purpose is to present articles of interest to students and alumni and to help promote the broad gauge program of psysical education, which aims "to provide an opportunity for the individual to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound."

Winter Sports.—The flooding of stadiums for skating is one of the outgrowths of the winter sports program which, fortunately, is increasing rapidly. Plans have been made for converting the big stadium at East Cleveland, Ohio, into an ice field which will accommodate thousands. There will be carnivals, skating races and contests, hockey teams and other sports. A half-mile hill for coasting will be closed to traffic from the end of the school day until 10 p. m.

West Forest Hill, Long Island, has arranged for a big rink just outside the big stadium where there will be a series of races and fancy skating contests.

Lynn, Massachusetts, this year has a toboggan slide constructed at a cost of $435. Twenty-eight 12-foot sections were built at a cost of $8 apiece. There were 60 posts costing 75¢ each. The 120 planks used in construction cost 80¢ apiece. $70 was expended for the labor of carpenters. The slide is located at the edge of the Lynnwood Park Reservation within easy access to all sections of the city. The Park and Playground Department is clearing a swampy place near by for a skating rink and has repaired an old field house for the use of tobogganers and skaters.

Summer Sports in December.—December in Minnesota usually means skating and winter sports. But this year conditions have been reversed and Minnesotans have not found it necessary to go to Florida to enjoy balmy weather.

Sunday, December 29, found a number of groups playing tennis. Others attired in midsummer suits were training for cross-country runs. Still others were playing golf. A football game was in progress.

A baseball game was the chief feature of the day. This game, which was played by the city amateur champions, the Glacier Parks, and a team from Armour & Company, was staged for the benefit of the crippled children at the Minnesota State Tuberculosis Hospital. The passing of the hat among the spectators resulted in the collection of $71.40, which will be used for the purchase of apparatus for the playgrounds at the hospital.

A Christmas Party on a Large Scale.—The Park Department of New York City entertained 2,000 children on December 27 at a party which included a bus ride to and from the hall at which the party was held, an entertainment in which many children took part, as well as outside talent. Santa Claus was there to distribute candy, toys and fruit which had been contributed by local firms. The party was arranged and supervised by the Bureau of Recreation of the Park Department.

New Physical Education Manual.—The State Department of Education of Missouri has just issued its manual for physical training in elementary schools, prepared by Dr. Henry Curtis, State Director of Physical Training. A large part of the Manual is devoted to the needs and problems of the rural school, and very practical suggestions are offered for athletic and game programs and for leadership. Definite directions are given for a number of team games, and questions of play equipment are discussed.

The *School and the Community* is the topic

discussed in the latter part of the booklet. Field days, county play days, and county athletic and recreation leagues are described.

Teachers in the many small communities of Missouri will find in this manual invaluable suggestions for their work.

Recreation through Libraries.—In the December issue of the Civic and Commercial Journal published by the Chamber of Commerce of Greenville, South Carolina, there appears an article on the Public Library as a recreational agency.

"If we estimate that each book required on an average of four hours for its reading, the library furnished the people of Greenville, in the month of October, 34,600 hours of the most wholesome and elevating form of recreation. To express it in terms of dollars and cents, we might consider what these hours of recreation would have cost at the movies. At 10 cents an hour, it would cost the library borrowers $3,460 to have bought the same amount of recreation at the moving picture show."

Successful Summer Playground Seasons.—Peabody, Massachusetts, through Mr. Henry A. King, Chairman of the Playground Commission, reports the most successful season the city has ever known with a growing appreciation of the value of the work on the part of the public. The annual parade and exhibition, held in August, was a tremendous success. There were a number of floats in the parade—*Americans Today, Volley Ball, Story-telling, Safety First, Boys' Week, Industrial Week* and *Folk Dancing.* In the parade were a band, the Chief of Police with a platoon of policemen, members of the Playground Commission, and the Mayor, who is a real friend of the playground movement. Approximately 6,000 people assembled at Emerson Park to see the dancing, racing and various sports conducted.

Another city reporting on a playground season successful beyond all hopes is Chattanooga, Tennessee, where interest in the work has been very great. At the close of the season, members of the Elks Club and of the Chattanooga Playground Association entertained the playground children at a huge party attended by thousands. There were races and contests of all kinds and demonstrations of the games played during the season. A pageant, *The Dearest Wish,* was presented by the children. Preceding it came the children's parade in which members of the Old Ladies' Home rode in cars. Following the cars, came the trucks in which the children rode.

CARL C. RUTLEDGE

On December 14, Carl C. Rutledge passed away. The staff of the Playground and Recreation Association of America will miss working with Carl Rutledge as a member of its team. The memory of the spirit of his life will always remain a constant inspiration to those with whom he worked.

Carl Rutledge's life from the very outset was a life given to service. Following his graduation from Ohio Wesleyan and the United States Naval Academy he entered Young Men's Christian Association work in Ohio and later spent five years as General Secretary of the Young Men's Christian Association in Hong Kong, China. His social service work in the Young Men's Christian Association and in connection with the Social Service Corporation in Baltimore constituted his complete career with the exception of two periods of service in the army. He volunteered for service in the Spanish-American War and was a first lieutenant in the army. In the World War he also volunteered at once and was attached to the general staff in France and in this country receiving the rank of Major. Before coming to the Playground and Recreation Association of America Major Rutledge worked with Colonel Arthur Woods in securing employment for discharged service men.

At a meeting of the Board of Directors of the Playground and Recreation Association of America the following vote was passed:

For nearly four years Carl C. Rutledge served as a member of the field staff of the Playground and Recreation Association of America and Community Service. He gave himself completely to his task, working with cheerfulness, with unfailing enthusiasm, giving himself and all his powers to the great cause in which he believed so thoroughly. We are grateful that he served as one of the field staff for so long a time, and we wish to express our keen sense of loss now when the foundations for the future leisure time movement in the world are being laid.

The Play School of the University of California*

By

Daisy H. Hetherington, Ph.D.

Director of Health Education, San Francisco Tuberculosis Association

Director of the Play School of the University of California

If we had a group of children, boys and girls, outdoors, what would they do? They would climb trees, and dig in the sand, and jump into the water. Without coercion they would enter into the big muscle activities, and then they would talk about them together, and tell you about them, and ask everybody else about them. Naturally they enter into linguistic activities. Then they would gather into groups and play and fight, and these we call the social activities. They would build and create, with blocks and anything else they could find—the manipulative activities. Then would come along naturally the rhythmical and musical activities. Without coercion they would enter into certain types of activities because they are what they are and because they get social development in them, moral development, physical development, mental development, all without coercion on your part or mine.

Many of the best writers of the age are trying to explain the reasons why we are so willing to submit to follow in the grooves of tradition, especially when it comes to the social problems of the day. They point out plainly that we will take any physical problem and conquer it and that in material things we have made great strides, but that when it comes to the social problems we falter and are afraid. They point to our great world war as the strongest evidence that we have not handled our social problems. Some say this is due to fear, to credulity, to timidity; sometimes they say it is due to the exigencies of life, that we are so busy earning our living that we do not have the time to handle the problems of life. There is a great deal of truth in that. Sometimes they say it is due to ignorance and too many other interests. Sometimes they say that we are mentally and morally lazy and won't put forth the energy to tackle these social problems. There is truth in all these reasons, I suppose.

Are We in the Old Stone Age?

In *The Mind in the Making* Mr. Robinson gives an interesting reason why we fail in handling our social problems, and that is that we are so near our savage ancestry that as a whole we are not able really to think. We have not evolved mentally sufficiently to be able to handle these problems; we do not reflect; do not think. I suppose there is truth in that. When we think of the failures that have come in the last ten years we feel there must be something in it. I was interested in a description that Arthur Brisbane gave. He is in accord with James Harvey Robinson in explaining our willingness to submit to tradition. His discussion of the newspaper descriptions of the Dempsey-Firpo fight is most interesting. He writes: "Three thousand people are inside the great arena, breathlessly waiting the bestial sight. Millions are on the outside awaiting the news over the wires. And all this 1900 years after the greatest teacher of all time lived and taught! How explain it? There can be only one explanation and that is that 99 per cent. of men are still in the old stone age. We are only twelve thousand years away from this stone age." That seems to agree with James Harvey Robinson's theory.

Boys and Girls Want to Think

I do not agree with either of these great philosophies. I have a philosophy of my own in regard to this lack of reflective thinking. It is very much more encouraging than either of these others, because after all, if we are so near the stone age, it is discouraging. I think that the type of educational procedure that we have

*Stenographic report of address given at Tenth Recreation Congress, Springfield, Illinois.

had on the whole has not developed the capacity to reflect of which our boys and girls are capable. How far we might agree that the majority of adult human beings are mentally lazy I will not attempt to say, but I do want to say to you that our boys and girls are not mentally lazy, that they want to reflect, that they want to think. And it has been due, I think, on the whole, to our type of educational procedure that we have not had more real handling of these social problems. That brings me to the theme of my story, the play school.

The Development of the School

The play school came into existence because boys and girls needed a really complete, all-round development, and because it was seen that the public school did not do this we have tried to bring into existence another type of organization. Let us review the history of our present school organization for a moment, in order to see the ideals that have controlled the development of our schools as an institution. The home in the beginning gave all the education that was offered to children. There was no such thing as a school. All the education there was came down from one generation to another, by word of mouth, in the home. When a written language came into being a new institution was needed to transmit the knowledge of that written language, and so they formed a school. In other words, the adult human being had to know how to read and write and cipher if he were going to survive economically in the struggle for existence. The school came in to meet adult needs, and as time went on we put the children of the lands into an institution that was organized to meet adult needs, and we thought we could give them a normal development in a new institution planned to meet the needs of the adult. The results that have come about are due to the fact that the school was so planned. All the bad features of our educational procedure have been traceable to that one thing.

Information as Information Is Not Educative

First of all, the school was supposed to be intellectual, because the home still continued to give all other kinds of education. In the home the boys learned to use tools, the girls learned to make cloth and later to fashion it into the things needed in the home. The home itself was built and the things in it were made by the family. The school was to be for intellectual purposes—to teach people to read and write and cipher. All information they got in school came from books, and therefore it came about that the physical, the social, the moral sides of life were neglected by the school because of its origin. Because of that people began to believe that information just as information was educative. There never was a greater fallacy in the world than that—that information just as information is educative.

There is one other point. They came gradually to believe that children were averse to learning, that the child mind was naturally repellent when it came to thinking. Even today, in San Francisco, when I have talked with teachers about the necessity that boys and girls should be thinking, they have said, "Ah, yes, but these children do not want to think." Do not want to think? Imagine it! If there is one thing they do want it is to think. The trouble is, we have not given them the opportunity to think. The failure to develop the child mind so that it can think, so that it can reflect, is due to the fact that the school was designed to meet adult needs, and the fallacy that information just as information is educative. The only thing that educates, that develops, is reflection. We still think a man educated if he is filled with information. A mind comes into being not when it is crammed with information, to be repeated to somebody in recitation, but when it is engaged in solving problems. I mean evaluating, judging things, not absorbing information. Information may not only be not educative, but it can effectually stop the thinking process. That is what it most often does when it is not given to boys and girls in a form that can be used in the solution of their real life problems.

Then, the other notion that children are averse to learning. When we cram information down them of course they are averse to learning. They rebel, and we say they do not wish to learn, do not want to think. Children are physically active—everyone agrees to that. They are just as eager to learn as they are physically active. The healthy child of five or six is so eager to understand his world, to know all about it, that he will drive you almost mad if you fail to help him.

Organizing the Purposeful Activities of Child Life.

So much for the situation. What are we going to do about it? My solution is this: the organi-

zation of the purposeful activities of child life so that the children will be thinking out the problems of child life. If we had a group of children, boys and girls, outdoors, what would they do? They would climb trees, and dig in the sand, and jump into the water. Without coercion they would enter into the big muscle activities, and then they would talk about them together, and tell you about them, and ask everybody else about them. Naturally they enter into linguistic activities. Then they would gather into groups and play and fight, and these we call the social activities. They would build and create, with blocks and anything else they could find—the manipulative activities. Then would come along naturally the rhythmical and musical activities. Without coercion they would enter into certain types of activities because they are what they are and because they get social development in them, moral development, physical development, mental development, all without coercion on your part or mine. This is a big thing. How long it has taken us to see that children think! And so do we in proportion as we have real purposes, real problems to solve, and then only do we think. We thought of school as a place where children simply worked, where no real purpose from the standpoint of child life was served, until it has come to be almost impossible to think of the school as a place in which children enter into activities that give them real satisfaction. But that is just the thing that we must come to if we are going to develop all the thinking capacity that our boys and our girls have. I am not at all in accord with Mr. Robinson nor with Mr. Brisbane when they say that we as a people do not want to think. Of course the school is not the real test because the school has not satisfied, and the fact that boys and girls give divided attention is not a test at all of how interested they would be if we knew how to organize their natural activities into which they enter spontaneously.

What relationship does study have to this type of curriculum? Subjects of study are needed in carrying out the purposeful activities of child life, but children want information to come as it should come, as a help in the solution of the real child problems. They do not want information just as information. They rebel against it. If we can organize the purposeful activities of child life in such a way that it helps a normal developing of the thinking process, then our boys and girls will welcome it, and they will do the real thinking of which they are capable. It was not so bad in the old days when the home gave every kind of education needed except on the so-called intellectual side. But today when homes are absolutely deprived of every kind of educational opportunity, when industrial expansion has simply deprived boys and girls of their full birthright, at least from the standpoint of big all-round development, when apartment life dominates our cities, in spite of all the work this remarkable Playground Association has been able to do—for the playgrounds reach only a few comparatively—in the present day it is absolutely necessary that our school should take hold of this problem and give activities that are purposeful if we are going to have children that have a maximum of efficiency and of all-round development. We have about three hundred delegates here at this congress considering the best interests of children. I am thinking of the fearful Dempsey-Firpo fight, with its three thousand in attendance. And I wonder how long it will be before we adults, as a nation will begin to think, to reflect.

Hope for the Future

Before saying good night to you I want to say this: we are twelve thousand years from the stone age. Suppose we have to wait another twelve thousand years before some of us would really begin to think. I believe this—that if we really organized purposeful educational procedure in twelve thousand years the world would have done so much thinking that it would actually have solved all these social problems, and despite the fact that the race might have increased so that we would have only apartment houses. But I imagine we would have done so much clear thinking in that time that between every apartment house there would be a playground, and then it would not make any difference if we had only apartment houses.

I really think this—that if we could organize these purposeful activities, as we will some day, we should have all our boys and girls thinking clearly and developing normally as they should. We are coming to it. Things are hopeful.

Home Life for the Child*

By

Mrs. Marietta Johnson

School of Organic Education

Fairhope, Alabama

The child is immature, and changing every moment. He is not getting ready to be an adult. It is a fallacy to think that childhood is nothing but a preparation for adult life. It is no more true than that people of forty are getting ready to be fifty or sixty. We are living this day as completely and perfectly as possible. The question is how we can fix things so that the child may live a perfectly happy life and be as little inconvenience to the family as possible.

Most of us are laboring under a misapprehension of what the child is and of what we want in our children. The child is a victim of whatever we adults provide for him. He cannot escape us. I was talking with a superintendent of schools once and said, "What the child wants is that we let him alone." His reply was, "I would let him alone if he would let us alone." There is the point; the child does not let us alone because he is dependent upon us; we cannot let him alone because we are responsible for him. But often, I think, our method is determined by two objectives; first, what we want of him and second, the materials with which we work. Most of us want to get him ready for adult life. We want him to be honest, competent, to get a sense of responsibility, to grow into this, or that, or the other thing. Most of those things we want for him are adult things. They may be necessary for the adult, and they may be convenient for us, but in them we have lost the point of view of the nature of the child, of what he needs. I have often felt like asking parents this question: "If you knew your child would not live to be ten years old what would you do with him?"

When the child is born he weighs about eight pounds, at fifteen he will weigh about a hundred. At fifteen he has lived one-fifth of his life if he lives to be seventy-five. Think what that means. In the first one-fifth of his life he has increased himself 1200 per cent. and the remaining four-fifths he will not even double his weight. Those early years are the time when he is co-ordinating his nervous system to be the basis of his moral nature which will point straight. We try to make the child moral. The truth is that every child has a moral instinct, and all we have to do is to *let* him be moral. It is instinctive to be social. If you can help the child to live and grow into family life, that is the privilege of the adult. We want to make them responsible and social, and we forget that to be responsible and to be social is instinctive. It is the right, the destiny of every evenly growing person to come into this stage of development where he becomes altruistic and unselfish. Why do not we all arrive there? Something has arrested us in our development. The main thing is for the home to see to it that the home itself is the background in which this child shall flourish. What is it to flourish? Homes and schools have one thing to consider, and that is to provide the environment for the right growth of childhood.

We Must Know the Needs of the Growing Child

It is our supreme duty to try to know and understand the needs of the growing child; if we realize this our method will be determined by its needs, by its nature, and by the thing we want in him. We want normal growth. What are the signs? As a teacher I learn, first, knowledge. Where can the child get knowledge? Parents judge of the growth of a child's knowledge by reports from school or by special behavior. Children show father and mother they are behaving well because parents have put upon them a self-consciousness. Why is it we want him to behave well? For the welfare of the family, or for his own welfare? For the home, or for his growth? When we study the development of the child we question his entire good. We are proud

*Address given at Tenth Recreation Congress, Springfield, Illinois.

of a child that has good manners, forgetting that we have imposed them upon him at the expense of his natural development. I know a woman who, when her children were small, lived in a tent. She was a brave woman. When her little girl was fourteen and was old enough to wish to help keep the furniture in good order they built a house. It is a beautiful house, and the center of social life, but before they were old enough her little boy and girl were not troubled with keeping mahogany chairs and tables in decent appearance, or with Haviland china, or with expensive rugs, or other things of that sort. I know a little boy who had heard a discussion about different kinds of glass, and he asked his father if plate glass would break as other glass does. His father said "Yes," and the next day he found the glass in his front door broken. The boy had tried it, to be sure. He did not mean to doubt his father's word, but he had to know for himself, and it resulted in a big bill for his father to pay.

The Child Lives in the Present

There is the trouble. We want the child to live and grow normally, healthfully and happily, but we do not want it to cost us much. If a child breaks an expensive vase there is great trouble and he suffers for it, but if he breaks a little vase nothing is said. He has no basis for judgment. What does he know about money values, anyway? Many of us take for granted that the child should know about the money values of things. That is an adult thing and does not belong to the child life. The child is immature, and changing every moment. He is not getting ready to be an adult. It is a fallacy to think that childhood is nothing but a preparation for adult life. It is no more true than that people of forty are getting ready to be fifty or sixty. We are living this day as completely and perfectly as possible. The question is how we can fix things so that the child may live a perfectly happy life and be as little inconvenience to the family as possible. "How can I get the child to obey me," many a mother asks. I say that is not so important except when it comes to the child's safety. The child cannot be left to do absolutely as he pleases in every particular, but we must be controlled in what we tell him. We must put the thing to him on the basis that it is best for him *now*. For instance, if you feel that he should learn to read, let him read for the sake of reading now, not because of what it will mean to him when he is sixteen. There are ten years between six and sixteen in which to grow into the wants and needs of sixteen. Sometimes you say, "If this child is selfish now, what will he be when he gets to be a man?" Remember there are all those years to grow, and that there are all these different stages of development. If we are wise we leave children in one stage of development until they are through with it and are ready for the next. If we destroy the child life we arrest their development. And it is so easy to do it. The great privilege of the adult is to provide an environment for the child which does not arrest his development. The greatest cause for arrested development is fear—the fear that results from domination.

Physical Needs the First Consideration

Our supreme business is to find out what the needs of the child are. I will mention some of the things that are necessary for its normal growth. First, the physical needs. There should be nothing in the work of the home or the school which violates the order of the development of the nervous system. There are some parents who think that a child wanting to read reflects credit upon the family, and mothers complain that they cannot keep their child from reading. They think that sounds nice. The truth is that it is nothing to be proud of; it indicates a one-sided development. The child should use large things, should not do fine work, and nothing should be permitted that means specialization. That is arrested development. Then, the mother must study food. Let him sleep, let him eat right, let him romp, let him dance, but do not make him show off before visitors. That is bad for the nervous system.

The Mental Needs of the Child

Second, comes the mental well-being of the child. What are the interests of childhood? No parents should permit the child to sit up straight at a schoolroom bench, and no teacher should be allowed to have more than twenty pupils. They should have tables adjusted to the right height, materials should be given and they should be allowed to make things. They should have pets if they take care of them. The adult must see that the pets do not suffer. But do not remove the pet if the child fails to take care of it. If children have a playhouse do not take it away from them if they fail to keep it in order. Go with them and help them to take care of it.

Associate with them. They like your company. Make yourself good company for the child. Every home should permit the child, if he hasn't a playhouse, to have his playthings anywhere in the house. Every decent home should have at least six children, and the children should be well-born; the father and mother should be of sufficient maturity, they should love each other, and want children. It does not mean that they must have so much money. If you have no money, marry anyhow the one you love, live in a cave, and bring up children with tenderness, love and understanding rather than wait.

So they need for physical and mental development to have their interests supplied. We try to teach too much. Let them know about butterflies, but do not teach butterflies until the child hates them! Take the attitude of expecting the child to know as much as it is necessary for him to know, but do not reward him for knowledge any more than you reward him for eating. The interests of childhood are concrete. They must use things rather than learn lessons. We have no recitations even in our high school at Fairhope. Home work should be eliminated. No child should be permitted to bring lessons home from school. I consider it immoral to give a lesson to be learned at home below the high school.

The Things of the Spirit

Then, the things of the spirit. The child must be sincere. There are purposes of growth, aims and purposes in life itself for the children. You do not have the key. Let them grow, let them make their own adjustments. They will be of the positive kind, of the active kind. They will learn through doing and so will preserve sincerity of spirit and the unity of being. Even the nervous system will not co-ordinate if the integrity of the spirit is not preserved. The child must be unself-conscious. All schemes for rewarding make for self-consciousness. We must remove all standardization of learning. It is not necessary to get a child ready for the next grade in school. It is not necessary the knowledge of this and that come at a particular time. He will learn from his own desire, with joy, if a subject is suggested at the right time but without external pressure. External pressure makes for self-consciousness and disintegrates the unity of being.

The needs of the spirit are, then, sincerity, unself-consciousness and joy. The end and aim of the home, of the parents, and of the school, should be to provide the environment which will tend to bring about a sound and accomplished and beautiful body, an intelligent and sympathetic mind, and a sincere spirit.

Parents Must Study

The home and school must work together to the ends, not of knowledge and skill and special behavior, but of soundness of body, continuity of purpose, sincerity, and fearlessness and joy. Cooperation will gradually come as a result of his association with others. He will gradually outgrow selfishness into a desire for the good of others, and gradually he will grow into the stature of the right sort of a man—and the right sort of man is the Christ type. I believe every parent and teacher should study, study. The child needs music, needs books, needs stories, and every parent should study these, should study nature and handicrafts, music, dancing. The children should have folk dancing in the home with their parents; there should be storytelling in the home, by both parents and children. If parents and teachers would study these needs and apply them we would be headed towards a brand new world in one generation.

In our school at Fairhope we have no grades, no promotions, but when the boys and girls are eighteen they go to college. But we do for the child while in a grade all we can get him to do. It is not necessary to fill a child's life full, to overcrowd it, to burden it, to destroy the unity of being, to substitute adult standards for his own. Let him grow into the finer ideals as he will inevitably if he is surrounded by the right environment. We have a summer school at Greenwich, Connecticut, for parents and teachers and social workers, and I hope some time we shall be able to change the schools from institutions of learning into educational institutions, and change our homes into real paradises for children. After all, there is not a man or woman in the world who would not give up everything for the life of a child. Why not start in the beginning to make the child's life the most beautiful thing in the world? Do it for the normal child, give him the larger, the richer, the finer experiences all the way through.

Right Reading for Children*

By John Martin

Editor of John Martin's Book, New York City

Children's souls, the well-springs of life, naturally bubble forth from the source of life which is immortal, clear, pure, beautiful, with infinite crystal depths. Will you clutter up that spring with trash? Do you want to throw into that clear spring the trash of wrong books, the trash of wrong friends, the trash of the disintegrating movies, the trash of the awful Sunday supplement, and change those pure waters into slime? Let us keep those springs clean.

I am going to have the pleasure of looking you all over and sensing in my heart just what I note you are. I see you are intelligent. You do not expect a small boy to make a big speech. I have lived so long in the atmosphere of a child, happily, that I cannot all at once achieve maturity by making a formal speech. I just want to talk to you over an invisible table. I want you to feel, with the sympathy of the mother heart, of the teacher heart, of the father heart, that I am driving at something in our work that is similar to your work. I am going to preempt that advantage. I am reminding myself of a man I heard about the other day. He met another man who asked him if he was married. "Oh, yes, I've been married for fifteen years, but I haven't spoken to my wife in that time." "No trouble, I hope?" "Oh, no, we are the best of friends, I simply haven't wanted to interrupt her." Do not hesitate to interrupt me at any point where you wish to ask me a question. Occasionally I am going to turn to little notes, made in a hurry, out of my observations of the life of children, picked up as I ran.

Good Books Have Lasting Effects

There is absolutely no question in all our minds of how right reading may be allied to recreation. Any right thought, any basic good influence, is doubly powerful when the lungs are filled with pure air and the heart is filled with joy, when the anticipation of some sport, a game, a contest, is an element vibrating in the child's mind—I was going to say almost bigger than the mind, in its consciousness. Our children live in their consciousness, in their joys, their dreams, their imaginations, and there is where the right book will leave its lasting effects, its practical lessons.

I have a big subject today. I am, with you, wanting to keep alive the classics. By classics I mean those books that are immortal, that have lived, that will always live, those that are being pushed out by the mass of shabby, sensational stuff that is flooding the market today. There is not a man or a woman here, with or without children, who would not exert all of his or her influence upon a child in a personal way, in the selection of right friends and if through carelessness the wrong ones entered in we would do our best to correct the mistake and to find the right kind. Oh, dear mothers and fathers, men and women, how often we let into our homes the worthless, yellow, disintegrating and evil book friend; if not evil, yet negative, flabby, worthless! We want books that are positive without being obtrusive in their goodness. Look out! Be sure the children get the good book, be sure it is fine, also that it is theirs. I envy you the opportunity you have in your work of bringing the influence of good reading into the lives of our boys and girls. I wish I had five hours to talk to you and then I would fill you full of the subject—the bigness of your job as teachers. It is a mother's job primarily, a teacher's, second. Then there come good friends, good exercises, good books, and they are all friends. It is surprising, the mass of innocuous reading that is being given to the children of the land these days. The publishers will be glad to give you the right kind of reading, however, if you will only demand it. They put out the trashy thing because it is asked for and sold by the ton, by the carload. Why? Some of us must be asking for it. Oh, let us be the leaven of the loaf! Let us demand the good book more and more. If we do not

*Address given at Tenth Recreation Congress, Springfield, Illinois.

know what it is, let us take the pains to find out, for it is essential that we have better books for our boys.

The "Welcoming Doorknob"

In approaching the child with the right book we ought to have what a little boy friend of mine called the "welcoming doorknob." The little chap was sent to school. He went two days, but at the end of the second day he came home and said to his mother, "Mummy, I can't go to that school any more." His mother asked him why. He answered, "There is no welcoming doorknob on that school." His mother tried to understand, and asked him what it was that he meant. "Well," he said, "I come into our house and turn the welcoming doorknob and it opens and I walk right in. The Sunday School has a welcoming doorknob, like that, but the school did not welcome me. When I came in the teacher said 'sh, sh.' Oh, Mummy, don't send me to a sh-sh school without any welcoming doorknob any more." Let us get the habit of welcoming the child. Let our hearts try to understand him. Our logic may not, but our hearts can. Boys are mostly cave rats. It is well they are. I do not want to see boys of mine too good. I know of a mother who tried in vain to bring the classics into the life of her boy. He did not like them. For instance, he didn't like Swiss Family Robinson because he said they prayed every time they found an oyster. Boys do not want prayers over oysters. She tried other classics but with no success. Finally she came to me and asked me how she could interest that child in the classics. She was wise and patient and began all over again. First she gave him Beowulf. That appealed to his cavish attitude and he liked it. He took it first by sentences, then paragraphs, and presently was eating it alive. The last I heard of that boy he was sitting up Christmas night finishing the Knights of the Round Table. That was a glorious triumph for that mother.

The Real Thing Will Have a Welcome

I do not care how rough these boys are. They will let in the real thing if we try to put it in the real way. We do not try to put a piano upside down in the kitchen closet. Let us be true and direct and yet tactful. Never play up a book that is too old for the child. The mental vocabulary of the average child is incomparably bigger than ours. It reaches back into the spirit world from which he came and forward into eternity to which the race is marching, but the lips are dumb. We must bring love of books to the child first by reading to him. The average child has not enough facility in reading English to get enjoyment out of it much before the age of twelve. Let us read to our children and let them absorb the beauties of these classics in our story times. Let us tell them naturally if we are out on the big job of saving souls, of lifting standards, of developing good citizens. Let us study the method of storytelling. Eliminate the "merry ha ha" stuff. They do not like it. Do not for a moment let us think we can talk down to a child. You cannot. You have got to climb up to them. Simplicity of language does not necessarily mean to use monosyllables. I once had an intelligent bulldog that I talked Chesterfieldian English to. He did not know any monosyllables. And baby talk! Don't let us feed our babies on a language of our own. It isn't theirs. By doing so you limit the vocabulary in after-life.

Children remind me of pistillated flowers waiting for the pollen, trembling and waiting. Let the right pollen be placed in those trembling pistils. I seem to be sentimental. I do not mean to be. I have in mind the fresh immortality of the child from three to twelve, nearer than we realize. Then come along the adolescent and the flapper period. Let us do children the honor to take that spirituality which they have and carry it over into the after-life. We are the instruments.

The Door of the Mind

I want to picture for a moment the door of the mind. It may be I have stolen my idea from reading Pierce or Robinson. There is an entering door, always open—the subjective mind. Everything goes in. The child of seven is learning more different things than we do in our three score years and ten. That is the first story. Let us bar the door to fear suggestions first, then to suggested vulgarity. Under that come the cheaper book, the tawdry, worthless book, the shabby movie full of sensation, the vulgar or selfish friends. Oh, mothers and fathers, stand before the door! If it gets in, crowd it out with the good, the happy, the hopeful, the fearless. Crowd these into that place, into that first story of the mind. Then we come to memory, up one flight. It has windows looking out of the door, but there are guardians on the floor of that second story which do not allow the evil to come up

if some have been clever enough to get there, but who let the good come up if it is positive enough. Out of that memory story we come to the top story, where we look out over the world, where develop expressions of refinement, happiness, joy, service, patriotism, reverence, and all the other virtues of soul character. They step out of the top story into the objective mind. So let the constructive things go into this door of the mind instead of the fearful, the selfish, the vulgar, discontent, irreverence.

I would like to give you a list of some of the negative influences that enter into that door of the mind. First, there is the non-constructive, flabby, weak reading. Second, the sensational movies. In a recent visit to a hospital I was shown a lot of poor little children who were nervous wrecks as a result of going to cheap sensational picture shows. Future American citizens wrecked in nerves before they were thirteen years old! Figures can be given to prove it. Third, lack of continuity, unformed and unstabilized ideals. Then I turn back to good friends, good books, good mothers, good teachers, good exercises as the factors that will bring about the affirmative, the opposite qualities of those we just mentioned. Day before yesterday I asked to see a well known publishing company's list of books for children, and was surprised at the list of good and bad. I found listed under what we call serials, 36 sets for boys with 351 volumes—utterly worthless books that are being given to our boys in serial form. For girls I found 48 sets with 291 volumes. There are 642 books in all, not wicked to be sure, but when we select our friends we do not select 25 in one family all dressed in red to introduce to our children. We want different types and individuals, and our children meet them one by one. So we take our red and green books, our short and long books, our thick and thin books, and put them in a row on the shelves before our children. That is what their books should look like on the shelves, not deadly rows of innocuous, narcotic stuff, all alike.

I should like to speak of some of the popular books of the day. I do not wish to be personal, but I cannot stand, and you cannot stand, for a book that plays up vulgarity and evil suggestion but is accepted generally if it is brilliant and the magazines approve of it. Do not deprive your children of their God, as one recent history has done, of their mysteries, and of their dreams.

The Well-Springs of Life

Children's souls, the well-springs of life, naturally bubble forth from the source of life which is immortal, clear, pure, beautiful, with infinite crystal depths. Will you clutter up that spring with trash? Do you want to throw into that clear spring the trash of wrong books, the trash of wrong friends, the trash of the disintegrating movies, the trash of the awful Sunday supplement, and change those pure waters into slime? Let us keep those springs clean. We can. We know we want to, and knowledge of how to do it we can get. Then let us have the wisdom. Get the knowledge and use the wisdom that comes therefrom.

In our public libraries, or our recreation libraries, or our school libraries, there is a great source of help. There are sincere men, honest publishers, earnest, thoughtful librarians; there are teachers, striving and living for the betterment of childhood. If we do not know what to do, let us look out for help. There are many about us who can give it, but do not let us get a little knowledge and then be smug about it. Our librarians are hampered in their selection of books for children by the little knowledge of mothers. There is that beautiful maternal solicitude. There is nothing lovelier and nothing more dangerous than the poison of the maternal prejudices—beautiful to look at because of its rugged dash of personality; but we must be impersonal and honest if we are going to raise our children to the plane of morality and the place of joy that we want for them. We do not need to be spectacular, but sincere and humble.

Just for fun I want to picture the constructive influences of four of the classic books. First, there is Robinson Crusoe, with its basis of respect for courage and true religious standards. To be sure it bores, but it never fails to leave its truth. There is Robin Hood, for its merry championing of the right, its chivalry, its looking out for the weak and oppressed; then, Alice in Wonderland, for its dreamy, sweet, quaint pictures of womanhood; and Scott's novels, for the romance of history.

The place of the magazine has become an important factor in the department of the child, but the book still should come first.

Recreation and the Child

By

Rev. Michael J. Scanlon,

Director of Catholic Charities, Boston, Mass.

Here is what one of the world's greatest scientists says of books. "If I were to pray for a taste that would stand me in good stead under every variety of circumstances and be a source of happness and cheerfulness to me through life and a shield against its ills, it would be a taste for reading."

I believe firmly that one of the most deplorable deficiencies in our Twentieth Century children is their lack of taste for good reading. This represents neglect of the most potent element in mental and often in physical rehabilitation. There is to my mind altogether too much stress laid upon recreating and rehabilitating from without and too little said or done to inculcate the much more important capacity that is within every normal human being, though often suppressed, to restore the fatigued and worried physical man to his normal self. Spartan vigor and endurance are all very well as aids to higher and more ennobling gifts of the soul, but with all the glory of Spartan triumphs in the development, by selection, of the most perfect physical type, we look in vain for one vestige of that higher civilization of the intellect and the soul emanating from that ancient nation. Sparta developed the animal in man to its highest point, but utterly neglected what is vastly more important, the culture of a refined intellect.

Those who bear the heavy responsibility of training children in the art of living with reasonable contentment should not fail to encourage in them a love of good reading. It is the key to self-help, to self-renewal, to happiness without limit throughout life. The child who is able to read and yet has no book friends, is indeed a sorry child and is destined to have many lonely hours hankering and longing for enjoyment, which nothing else can furnish but that precious faculty which he or she has never learned to cultivate. There are so many children who depend absolutely upon others and upon elements and forces outside themselves for every bit of enjoyment that is theirs. Certainly one who loves a good book is never less alone than when alone with it.

You recall the words of Oliver Goldsmith regarding the companionship of books. "The first time that I read an excellent book," he said, "it is to me as if I had gained a new friend and when I read over a book that I had perused before, it resembles meeting with an old one."

The great Thomas à Kempis, author of one of the most inspiring books in Christian literature, declares, "I have sought peace everywhere, and never found it except in a little corner with a little book."

Here is what one of the world's greatest scientists says of books. "If I were to pray for a taste that would stand me in good stead under every variety of circumstances and be a source of happiness and cheerfulness to me through life and a shield against its ills, it would be a taste for reading."

But I feel quite sure that this audience needs no more, or greater proofs, in support of the value of the reading habit among children. Our daily experience brings us in touch with those whose great charm is their familiarity with subjects and facts that are worth knowing. One cannot fail either to note the advantage of the well read person over others in that most used of all arts, conversation.

The Story Age

How, then, shall we cultivate this taste, this accomplishment, so much needed in the dreadful rush of our modern life? Why, by just beginning at the beginning with the little ones. Tell them stories. Children want to hear stories. They fairly love them. Not long drawn out

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*Address before final session of the California State Conference of Social Agencies at Los Angeles, May 5, 1916.

The above address which has recently come to our hands emphasizes so eloquently the plea made by John Martin before the Tenth Recreation Congress that it has seemed worth while to publish it at this time.

yarns but just simple short tales about the cat, the dog, the birds, the trees and also about other little boys and girls who were good and sometimes about those who were not so good.

Children dearly love pictures, too; those on the walls of the home and those in books. The very earliest impressions are the most lasting, as a rule, and on that account these impressions should be edifying and suggestive of what is good, rather than of what is artistic.

One of the most encouraging features of many of our public libraries and neighborhood houses is their introduction of "story hours" for the children.

The small child has often been called a veritable question mark, because it asks unceasingly the *why* and *wherefore* of everything. One of the great obstacles to the proper understanding of child-life by grown-ups is the more or less unconscious conviction among adults *that when their childhood passed, all childhood passed,* they forgetting, all the while, the unfailing law of nature that replenishes human kind by its never ending reiteration. I cannot emphasize too strongly the necessity of instilling religious facts and stories within one's own household. This must be done at home and in the church and nothing should interfere with its being done. How much alive is the mind of childhood to vivid word pictures. "You can see the things in it" was the high compliment paid by an eight-year-old boy to Francois Coppee's story of *The Wooden Shoes.* We all recall when with solemn mien as children we listened to some legend where the sorrows of a homeless or neglected child were most unexpectedly and happily turned into joy.

So many upon whom rests the responsibility for teaching children a love of stories and of books shirk this duty so often because they regard it as too difficult. The fact is, there is no great art required to tell stories to children. It is not variety they want so much as repetition. I have in mind now certain children whom I meet just so often each year and before leaving them on each occasion the invariable request is made that I tell a certain story. It has been told over and over again, and it is an oft-told tale, but they do like to hear it and seem always to enjoy it.

In telling stories to children, one does not have to be a purist in speech nor an exact grammarian, for that matter. I once heard of a very amusing incident that shows how tenaciously a little boy of eight years stood for his nurse's version as against his mother's. It was the custom of the nurse to read a verse from the Psalms at breakfast each day. On one occasion during the absence of the nurse the mother read from the "Twenty-Third Psalm." "Excuse me, Mama," said the child, "you should say 'P-sa-lm' because that's the way nursie says it every day."

The traditional "once upon a time" is sufficiently definite in referring to occurrences real or imaginary. By all means avoid suspended narratives for the purpose of injecting explanations.

If you break the thread of the story, immediately the interest and the patience, as well, of the child cease.

Fairy Stories vs. Realism

There has always been a goodly number of people who frown down upon the telling of Fairy Stories to children. They make up what, for the want of a better name, we may call the Realistic School. Their chief contention is that "Truth is often stranger than fiction."

This may all be true enough but it is neither the chief purpose of truth nor of fiction to herald only that which is strange. If the realists had their way, Santa Claus would be banished and his place taken by the delivery man from the department store. I confess that the contention of the realistic school seems to me needlessly severe. No less a person than James Whitcomb Riley, the children's poet laureate, stands for the fairies. Listen to his frank statement in verse.

"Wisht that yarn was true about him as it 'peared to be
"Truth made out o' lies like that's good enough for me."

Miss Frances Maitland, a London authoress, sending a book of Fairy Tales to a friend in this country, wrote between the covers this bit of wisdom. "It is a very good thing not to be in any way afraid of fairies, for without doubt they have then less power over a person, but to make too free with them, or to disbelieve in them altogether, is the most foolish thing that man, woman or child can do."

Fairy stories are as old as the world, if we may believe Andrew Lang, who says some of them might have been told to Cain and Abel by their mother.

In the recent Christmas lists of new publication there appeared no less a novelty than a "Story

of an Enchanted Automobile." Mr. Lang is a stout defender of the fairy story and claims for boys the right to their "Arabian Nights." The modern attempt to represent fairy stories pictorially has in a great measure failed lamentably. There should be no place in such stories for the hideous or gruesome element.

Stories in rhyme have an added value and are especially pleasing to children. Riley's "Songs of Cheer" and "Child Rhymes" are veritable treasures for all children. Shall we ever forget the "Raggedy man?"

"An' the raggedy man he knows most rhymes
An' tells 'em if I be good, sometimes"—

and then again this precious little dedication:

"To Lesley and Elizabeth,
And Jim and Jinks and Dallas,
And Dory Ann and Bud and Seth
And little Rachel Alice.
Marcellus, Ruth and Silence—yea
And all their little brothers
And sisters in the world today,
And all the blessed others."

During the celebration of the Longfellow centenary an incident was recalled that goes to prove how much a child thinks of his make-believe literature. Mr. Longfellow was showing a small boy some of his literary treasures—beautiful autograph copies, rare issues, etc. The child looked searchingly at the shelves, and then asked: "Mr. Longfellow, have you 'Jack and the Beanstalk?'" The poet was obliged to confess that that classic was not in his library. The guest departed. The next morning the bell rang very early, and there on the mat was a small boy with a parcel in his hands. The maid refused him admittance, but the master of the house, hearing the high child-voice, came out into the hall and invited the visitor into his study. The boy removed his red mittens, untied the parcel and presented the poet with a highly colored copy of "Jack and the Beanstalk." The giver had written his name in staggering letters on the front page. It was an autograph copy, in his opinion.

Composing Stories

It is a very great pleasure to children to compose stories. I now refer to literary efforts—not lies. They will make up stories about the home-pets, or perhaps think out something purely imaginary. Encourage such efforts—under wise restraint—and do not be troubled if the young imagination runs riot occasionally. It is not very hard for a small harmless dog to become a lion in the child-novelist's imagination. He will turn the lion back into a dog with equal facility and enjoyment. Such mental exercise is no more conducive to lying than were the imaginary trips to the ends of the earth or to Mars that we described in our school composition, at the direction of our good teachers.

No, a child does not learn to lie from making up stories. But it does learn to lie from such examples as the following:

"I don't know where that boy learned to lie," said a mother to her boy's teacher, who had called to inquire why James was absent from school. "His father is truth itself, and I am sure no one ever heard me tell a lie. Alice, go out and hunt up Jimmie, bring him in, but don't tell him his teacher is here. Tell him it's grandma wants him. That will fetch him," she assured the teacher. "Grandma always brings him something."

Memorizing Pieces

Young children often show much aptitude in learning songs and recitations. They delight in speaking pieces when in the mood and in the right place. Never force a timid child to recite publicly. And it is wonderful how timid even some very brave hearts become when their owners are under the scrutiny of a public assembly, as at a school exhibition. Stephen Crane in his "Jimmy Trescott" stories draws a portrait of little Susie Timmens going on the platform, her face white as death, her lips blue, her voice quaking as she gasped out that she was "Queen of the May." Jimmy, a dauntless spirit among his mates, stumbled on the stage, "going half blind with fear" and vainly hoping that something would save him from having to recite the *Charge of the Light Brigade*. But nothing happened, except that Jimmy broke down hopelessly in the "charge," and that there was aroused in him then a dislike of speaking in public that he never overcame.

Connected Talks

A series of talks, carrying the interest from one story time to the next, proves helpful in securing attention and developing the habit of thinking. The subject that includes a child is most pleasing, though even "grown-ups'" books can be used to advantage. "David Copperfield's" experiences in childhood make a fine series beginning with his happy life in the Rookery with his dear mother, and following him through his trials

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The Movement for Universal Physical Education*

By E. Dana Caulkins

Manager, National Physical Education Service

There are a few things about this campaign for universal physical education that will be of interest to you. I am not sure that all of you know just what it is that we are striving to achieve. I do not want to go into an explanation of the physical education laws enacted in the states, nor to give elaborate definition of what this thing, physical education, is that we are talking about. Briefly, we are aiming through these state laws to provide the requirement that the children in the elementary and secondary schools shall as part of their training receive adequate training in physical education. We want through these laws not only to provide the requirement but to release public funds for the purpose; and also to provide and release public funds for the training of a personnel which will make it possible to carry out an effective program of physical education. So we have tried to make provision that a state superintendent of education shall be provided with a division of physical education in which there shall be a trained director, and that he shall have an appropriation for travel, printing, and incidental expenses so that he may make his influence felt throughout the state. We have tried to provide that regular classroom teachers shall be trained so that with occasional guidance of a special teacher of physical education they can carry on a daily program of physical education. That the normal schools shall do this we have tried to put in laws carrying the necessary appropriations. That, in general, gives you the main provisions we are striving for.

In some states we have been able to get appropriations for the payment of salaries of local special teachers of physical education. This gives a strong impetus to the movement in a state. We are interested in quality as well as quantity, and with all this rapid development quality has not been sacrificed to quantity. The program is improving all the time. Thirty-two states have laws providing for statewide establishment of physical education as a regular part of the school program. Thirteen states have full time supervisors, and three have part-time state supervisors, so that the program has developed rapidly, when you stop to think that five years ago there were only eleven states that had legislation of this sort and only three state supervisors of physical education. For some time past we have believed that in order to expand so as to reach every child in the nation, we needed to provide sound leadership which would aid local communities and states in avoiding wasteful expenditures on experiments, and further that we needed a strong national leadership. Therefore we have been carrying on during the past few years a campaign of education as to the need for national legislation, to demonstrate that our national government is interested in the training of the youth of the nation for citizenship as much as they are interested in the prevention of forest fires, the vaccination of cattle, and other activities in which the national government aids the states.

The situation with reference to the legislation in which we are interested has not greatly changed in the past year. There were several measures proposed in Congress, which directly or indirectly would provide this leadership, and it happens that this wealth of propositions has really been a handicap, because it has enabled those opposed to this thing to play off one measure against another and so prevent any from coming to enactment. However, we are hopeful that during the coming Congress a united and successful effort will be made to provide national stimulus for the universal expansion of physical education throughout the United States.

The American Legion has during the past year been active in aiding to secure state legislation for physical education. I believe before long the American Legion will have as one of its major objectives, as far as public welfare is concerned, the establishment of physical education through state and national legislation.

They have developed a strong campaign for the things needed for the welfare of the service

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*Address delivered at Tenth Recreation Congress, Springfield, Illinois, October 8-12, 1923.

The Campaign for National Physical Fitness*

By

John J. Tigert

United States Commissioner of Education

I learned not long ago myself what I had not known before and what I think is not generally known, that after we had done all our weeding out of the unfit and had gone through physical training and all our other preparations for winning the war with the rest, that still we had two hundred thousand men later found to be physically and mentally unfit to do anything, and so there is increased reason why we should be concerned about the physical welfare of our people.

I do not know why Mr. Caulkins asked me to speak on this program, because I am not an expert in the field of recreation or of physical education, although I have had considerable experience in athletics. I want to use the time I have to point out that our system of physical training in American schools has been productive of a great deal of evil. I do not say it has not been productive of a great deal of good. Whether the evil has outweighed the good I am not sure. Perhaps there has been more good done than evil, but we have been rapidly approaching a crisis in some phases of physical training in the schools of America, and some there are who are wondering how long it will be before we change our ideals, if they may be called such, in physical training. We do not yet reach the majority of children in our schools, and not only is that true, but stop to consider that of the 22,000,000 children of school age in the United States only 16,000,000 are going to school. We reach in the schools as large a group as any other organization reaches through playgrounds, Boy Scouts, Girl Scouts, and other organizations. There is no organization in which we have more direct control and supervision than in the schools, so that the program in the schools is one that is significant and important not only from the standpoint of the numbers reached but from the high degree of control which we have over the group. Because of the false ideals and the evils that exist in the training in the schools, we have one of the most difficult problems and one of the most important problems that face those who are working for high standards in manhood and womanhood.

The Root of Evil

I think the trouble all comes under one great evil; not money, the love of which we are told in the Bible is the root of all evil, but something that corresponds to money as the fundamental root of evil in American ideals, and that is the idea that in order to take part in physical training we must have competition, and that the aim is to win. The idea that winning is the principal function in our interscholastic contests is the root of all evil. I have competed in and have directed athletic contests in America and in the old country, and I know what is immediately apparent to anyone who takes part in physical education or in contests in European and American schools, and that is that in America the chief viewpoint is not for the purpose of exercise. Practically universally not only participants themselves but spectators regard winning as the desired end. The result is that we have a small number participating. When we go over on to the other side, to Great Britain, we find a large number participating and a small number looking on. When I played football in America I remember we were all interested in the size of the crowds, and when we came on the field we looked to see how many people there were. In England we never had any spectators because everybody was off playing somewhere else. Those who were not rowing were playing cricket or some other game so that there was no student body left to spectate. I have been asked if the English people were more interested in sports than the Americans, and I have answered that the Americans were more interested in looking on and the English more interested in playing. It might seem that the English like to look on, because of the great crowds that attend the races, yet these are exceptional and belong to what is known as professional rather than to amateur athletics.

*Address delivered at Tenth Recreation Congress, Springfield, Illinois, October 8-12, 1923.

The desire to win being so prominent in the minds of the American people results in bringing out the experts, so to speak. It brings out certain individuals who are supposed to have unusual abilities for winning, perhaps some kind of ability in winning a game that others would not have, with the result that those less expert are relegated to the side lines.

Tremendous Physical Strain in Contests

Another great evil that comes from this same thing, the desire to win, is the fact that these contests take place under strenuous conditions, so that even among the experts more damage is done than good. Last year I was in New England and had the honor of speaking at a banquet given by the New England Association of Colleges and Secondary Schools, at which, among others, President Angell and I were guests. President Angell said he would rather have an immoral professor of Greek in Yale than an immoral football coach. When it came my turn to speak I said that in view of the fact that I had been both of those I agreed with the President of Yale University, because of the fact that I had had experiences that showed to me that the men who were training the girls and boys of America on the playgrounds have the opportunity to teach some things that the men teaching Latin and Greek do not have. It seems that I have great difficulty in making myself clear sometimes. Either I do not understand the English language or do not speak it plainly; at any rate it seems impossible for me to speak so that newspaper reporters will understand what I am trying to say. I was not long afterwards at Rutgers College, and being very nervous about the reporters, said to them in advance of the meeting I was to address, that I wished they would be very careful and listen to what I said because newspaper men had sometimes put statements into my mouth for which I was afterwards criticized severely. So, in my address I said that to me it was unfortunate that if we raised the question as to who was our greatest American hero, while ex-President Wilson was over there in S Street, a man broken in mind and body, and while up at the White House was Warren G. Harding breaking fast under the strain of strife and criticism, so many Americans would vote for Babe Ruth. When the esteemed journals came out the next morning they reported me correctly, but they added—"Here is a man who never worshipped heroes, who never went to a football game, who never was inoculated with the disease of golf." I have remarked on other occasions that God did not do much for me in the way of physical pulchritude, but anyone might see that my nose was one-sided and that I had two scars over my left eye, the results of activities in football, not to speak of other marks on my body that, like Bill Nye, I should be glad to show you except that as a result I might bleed to death.

> I think the trouble all comes under one great evil; not money, the love of which we are told in the Bible is the root of all evil, but something that corresponds to money as the fundamental root of evil in American ideals, and that is the idea that in order to take part in physical training we must have competition, and that the aim is to win. The idea that winning is the principal function in our interscholastic contests is the root of all evil.

So I want to make the point that even among the experts who have opportunity to play in intercollegiate athletics more damage is done than good when one speaks from the physical standpoint. If anyone ever compiles the statistics of the average length of life of men who row in college races, you will be surprised to learn how the college eight cuts down a man's life. I rowed in one boat race and after it was over I did not know for hours where I was nor what I was doing. It was several hours before I was able to get back my control of mind and body. Some institutions have discontinued boat racing because of the fact that it has done so much damage. We have this same thing, perhaps in less degree, in other sports, due to the American deification of the god of winning. It all goes back to the anxiety to win. That causes a very careful selection of the men who are expert players, and after they have played they are overstrained, overworked, so that we find the greatest athletes in America brought prematurely to disease and death. We find men like Christy Matthewson, still a young man, wasting away with tuberculosis. We see Rube Waddell, a young man, dying because of certain phases of competition. And that is always true of professional athletics, because everyone who goes into professional contests goes in for winning, for it

is the ones who have the highest scores for winning who get the better salaries. So that is the kind of thing that inevitably follows over-anxiety to win.

Of all the crimes I ever committed, the one I plead guilty to is that back in those days, when I was young and thoughtless and directed athletics not only for men but for women, I coached a girls' basketball team without losing one game in four years. That group of girls went into the game with all the motives that are instilled into boys and men in contest, and whether they were physically unfit or not they went into the game. I have often said since then that I never committed a greater crime than that. God only knows how much damage I did to those girls. Now if that thing is going on all over the country today, and it is, it is not possible to say whether more good is being done in interscholastic contests among girls than harm. When you begin to think about it you will find that practically all the evils and dangers that come from the present system of physical training in America go back to this desire to win. A few days ago I had the opportunity to see some athletes and dancers trained with different ideals by Neils Bukh in one of the people's colleges in Denmark. And I want to say to you that either they are the biggest fake that ever came to America or they are the most wonderful thing that ever came to America. To have a group of young people trained to physical perfection who seem to get as much pleasure out of vigor of body and symmetry of movement as Americans get out of winning is a very great and wonderful inspiration.

Professionalization in Colleges and Secondary Schools

There are other evils that grow out of the worship of the god of winning in America, and perhaps among these the most serious is the professionalization that is taking place, particularly in the colleges, but which is even now permeating the secondary schools. I do not know that there is a college or high school in America where the authorities are subsidizing athletes to represent their institution, or where even the authorities might be said to be winking at it, but I do know that all over America, in every section, there are athletic teams that are hiring professionals, and the result is that boys in our high schools and men in our colleges are being corrupted. Among the colleges that stand the highest in the esteem of Americans are those that have succeeded because their alumni and interested business men and others have subsidized their athletics till they have come to have the reputation of having the great teams of America.

A Good Sport

I was considerably embarrassed by being asked to be an official in the Harvard-Center game, because of my position. I did not want to officiate, but the Secretary of the Interior said it would be a good thing, so I went up and acted as linesman in that game. Like all people in the South, I went up with a prejudice against Harvard, with the idea that Harvard was rather snobbish and all that, but I came out of that game with more respect for Harvard than I have for any other institution I have ever struck in America. This is because I found there a spirit that we do not have in some other parts of the country. In the last quarter of the game, with the score six to one in favor of Center, with three minutes to pass the ball across the goal line, the Harvard man made a good run and caught the ball, but I had seen that he was off side and I had to make the decision against him. It was an embarrassing decision to make because if that ball had been allowed, knowing the finishing power of a Harvard team and realizing that Harvard was speeding up, I saw the game would have been Harvard's. But this man was off side. At the end of the game I expected to have a hard time getting off the field, but instead the Harvard captain came up to me and said, "Well, we had a nice day. Harvard did not have much luck today, but I want to tell you we are perfectly satisfied with your decision. One of our men noticed that man was off side."

I used to play tennis, a long time before I went to Washington, and I noticed in playing with American players that many of them when a ball fell in a doubtful place were inclined to call it their way. Over in England I never once found a man like that. It was rather embarrassing to me because many times when I knew I had lost a point my opponent, realizing I was in no position to see, would insist on its being in my favor, or at least calling it a "let." That shows the difference in attitude when the objective is recreation, social intercourse, and to make the occasion profitable physically as well as otherwise. It is difficult to interest the boys of

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The Gateway to Adventure

By
Mary Noe Arrowsmith
Education Section, National Safety Council

There is a certain expression in common use as a rule of conduct, which seems to slam a door in one's face. It is the slogan, "Safety First." Nobody really believes in it—at least it is to be hoped that nobody does—and yet the word "First" almost inevitably follows "Safety" in people's minds. Much harm has been done by the general application of an idea which originally had a valid, specific application to railroad operation. We want our railroads to be safe, even before we want them fast, or comfortable, or luxurious. "Safety First" has a real meaning in this connection and also in the carrying on of certain dangerous industries. But in its application to conduct in general it has no meaning whatever, and in fact it does positive harm like any other false slogan.

How then can we get people away from the use of this expression? Can it not be done by substituting for this old, or rather incomplete, idea a new conception of safety as the gateway to adventure?

What we all want life to be, and what it should be, is a series of fresh, vivid experiences. There is so much to do, to see, to feel and to think about in this world, that every moment can be an adventure, if we keep our spirit and senses keen and sensitive and receptive. In a child's world, adventure is usually physical activity, that is the dramatization of some idea in his mind. In order to give this activity full scope without coming into painful conflict with the ever increasing complications of modern life, he needs a sort of mental armor, which was quite unnecessary a hundred years ago, or even fifty. To forge this armor for the protection of the child, we must not appeal to fear. Such an attempt will either leave him indifferent or do real harm by upsetting his poise in an emergency, besides causing him much unnecessary mental suffering. We must equip him with the knowledge of how things work and where danger lies, together with the ordinary means of counteracting it. We must also show him that safety, which simply means doing things the right way, makes it possible for him to have a life full of continuous adventure, without the wasted opportunities that follow in the wake of an accident. We must make him feel that carelessness and ignorance are not only wrong, but stupid. It is the child who is active, alert and observant, who is also safe even in dangerous surroundings.

Only selfish anxiety on the part of those responsible for a child will keep him from the activities and experiences that should be his and that can be his with perfect safety at the expense of a little teaching. For example, a lake, or a river, or the sea, offers certain quite serious dangers to those who are not accustomed to the ways of wind and water. It is obviously important to teach a child what to look out for when he has his first experience by the water, such as strong currents, undertow, shifting sands, cold streaks and so on. It is also obvious that a child can have very much more fun in addition to being safe, if he can swim and handle a boat, than if he cannot. The same principle applies to playing in the city streets where the problem of child safety is greatest. It is not enough to tell a boy not to roller-skate in a crowded street—he must know where he can roller-skate, or what he can do that will give him the same sort of fun. We have no right to take away any adventure unless we have something to substitute for it.

Safety is not an academic question. More than twenty thousand children of school age and under are killed every year in the United States, and twenty-five times as many are seriously injured. The suffering and waste of life and happiness that follow make this a question that cannot be disregarded. But we are on delicate ground here, dealing with fundamental instincts. Two things must go hand in hand—the provision of places where children's activities and imagination can find full scope, and the teaching of safety on its positive side. To be safe just for the sake of escaping injury does not make a strong appeal to anyone, much less to a child. We must give a more valid reason than that. Life is made up of chances, some to take and some to turn down. Safety, in its broadest aspect of conservation, not only of life but of opportunity, means taking the chance that is really worth while—the chance that will lead us, if we will, through the gateway of adventure to a more abundant life.

Note: The Education Section of the National Safety Council, 120 West 42nd Street, New York City, will be glad to furnish information and publications on Safety Education upon request.

To Revive Interest of Men in Choral Singing

Associated Male Glee Clubs Plan to Provide Constant Supply of Raw Material

A re-birth of vocal activity among American men, brought about by the wartime singing, is to be crystallized in a definite campaign to create more male glee clubs in our country. This movement is finding expression in an organization to be called the Associated Glee Clubs of America. The formation of the association is to be perfected at a two-days' organization meeting in New York City, March 10 and 11, to which all the glee clubs in the northeastern coast states have been invited to send representatives. A graphic example of future activities of the association will be offered in a massed concert on March 10 in Carnegie Hall by 600 singers of the following combined clubs: Mendelssohn Glee Club, University Glee Club of New York, University Glee Club of Brooklyn, Singers' Club, Banks' Glee Club, Friendly Sons' Glee Club, Montclair Glee Club, Nutley Glee Club, Mount Vernon Glee Club, Orpheus Glee Club of Newark and Orpheus Glee Club of Flushing.

Before the war, men's choruses and male sections of mixed choruses had been languishing for lack of members. Therefore one of the objectives of the new association will be to provide an increasing supply of raw material for clubs old and new. This will be done through establishing music-reading courses in all public schools. Another objective will be the holding of a triennial singing meet in the central city of each of the six sectional departments. At these meets the clubs will not only join in a common repertoire but will compete against each other for honorary prizes.

Junior glee clubs will be fathered by the adult clubs in order to avoid wasting the choral training of boys just graduated from high school. These will be feeders for the parent clubs. Male choruses among industrial groups will bring about the tilling of another rich, undeveloped soil. Glee clubs all over the country are pledging support to the movement in messages to its secretary pro tem, C. W. Old, 62 West Forty-fifth Street, New York City.

"I hear America singing."

The First Year in Logan

Few cities in their first year of Community Service operation have developed a more dignified, expressive and far-reaching program than Logan, Utah. Dramatics, music, playgrounds, athletics, community celebrations and finance are departments of the work, each directed by a separate committee.

Social recreation has been one of the most popular features. Believing that the grown-ups of the city needed more simple, joyous play, Community Service arranged an evening of games and folk dancing and sent out more than three hundred invitations to business and professional people. At first the response was not encouraging, but the evenings soon won a following and continued once a week through the winter.

One business man who for the first time had learned the joys of active participation in play wrote the Community Service executive secretary, Mr. W. O. Robinson, "Allow me to congratulate you on the very fine entertainment provided for the business and professional men of our community in the Wednesday recreation hour. To my mind it offers the very best type of recreation and exercise to be had by those whose work confines them to the office or the school room."

A brief institute for training in social leadership has influenced the spread of social recreation in every ward of the city. Hundreds of fathers and mothers who had not really played in years have been led out on the floor through Community Service social recreation. The play parties have shown hundreds of young people that there can be fun in a social evening where there is no social dancing.

Athletics have included volley ball, horseshoe and baseball. More than 150 girls are enthusiastically playing volley ball. With the consent of the church authorities, three horseshoe courts were built on the tabernacle grounds and equipped by the Rotary and Kiwanis clubs. Two tournaments were conducted—one in the fall and one in the spring. All over the city could be heard the ring of horseshoes and the laughter of men and boys at play. "This is a great thing to keep us out of the pool hall," commented one young fellow. The fifth and sixth grade boys of the city schools were organized into a baseball league, and a church baseball league consisting

of about eighteen clubs was then organized.

A supervised playground in each ward is the aim of Logan Community Service. Regular recreation hours are being held in each ward, pending the organization of the playgrounds. About seventy-five young men and women are being trained for playground and recreational leadership. A home playground campaign was conducted as a feature of National Play Week. With the aid of the Kiwanis Club and the Parents' Sunday School Classes, a pamphlet on home playground apparatus was published and put into all the homes of the city.

The Dramatic Committee took over what was known as the community theatre ("Being a name rather than a place," Mr. Robinson explains). They organized for work with the following committees—business, repertoire, publicity, scenery, lighting, properties and costumes. Five very worthwhile productions were presented last winter and spring, ending with an open air production of *A Midsummer Night's Dream* that has been generally declared the greatest contribution ever made toward the advance of dramatic art in Logan. More than fifty young men and women were trained in the technique of play production through a six weeks' dramatic institute. Representatives of various ward organizations, they have later given aid in dramatic productions in their own wards.

Community singing has been the principal music activity. A new idea—"Local Composers' Night"—held in the Fourth Ward brought Logan considerable publicity.

A reception and banquet to new citizens—young men and women who had reached the age of 21 during the year—was a novel and impressive civic ceremony fostered by Logan Community Service. Very successful celebrations of Hallowe'en, Thanksgiving, Christmas and Independence Day were held.

During the Farmers' Encampment at Utah Agricultural College, Logan Community Service furnished twenty recreation leaders, who materially assisted in making the encampment a success. They led folk dances, conducted community sings and furnished special music for the general meetings.

Community Service offers a vital and practical means of weaving ideals and vision into the everyday life of people, to the end of making it more worthwhile for them to live.

ROSALIND F. RIEMAN,
Westchester, New York.

Recess at a Mexican School

By

ROWENA GALLAWAY

It is recess or playtime at a large school for girls down in the central part of Mexico. As a rule, the boys and girls of that country do not go to the same school. The weather is bright today. The children would like it better if it were cloudy, for they are so used to the sun, which often shines very hot, that they think a cloudy day is a real treat. If it had been grey weather this morning, they would have come to school happy, calling to their teacher, "Good morning, Señorita. What a pretty day!"

Let us go out to the patio, as they call their playground, and watch the children. We see two tiny girls standing under a banana tree. They are holding a big handkerchief between them. One has hold of one corner and the other of the opposite corner, and they are singing, *Tight and loose I lost my fortune, Tight and loose I have to earn it again.* As they sing the word "tight" they hold the handkerchief very loose, and when they sing "loose" they stretch it tight. (This is a good game to play with a baby, as we do *Five Little Pigs Went to Market.*)

Those ten little girls over there near the huisache tree are playing a game like our *Tag,* but they call it *Moon and Stars.* One child is the *Moon* and the others are *Morning Stars.* The *Stars* must stay in the light. Whenever they run into the shadow the *Moon* tries to catch them. Look at that little girl in the pink dress, daring the *Moon* to chase her. Now she is caught and it is her turn to be the *Moon.*

"Let's play *Sick Man,*" calls Maria, a pretty child with black curls. A number of children come running towards her. They sit down on the grass all in one row. There are twelve of them. Maria names each girl something that can be given to a sick man; such as chicken soup, orange juice, milk, quinine. Then she starts down the line by asking the first girl, "What are you going to give the Sick Man at one o'clock?" and the girl answers, "Chicken soup." Then Maria asks, "Chicken soup at one o'clock?" and the girl should say, "No, at one o'clock chicken soup." Next Maria asks the second girl, "What are you going to give the Sick Man at two o'clock?" the third girl, "What are you going to give the Sick Man at three o'clock?" and so on down the line. The player must always

answer the question backwards no matter how many questions Maria asks her. If she does not, she has to pay a fine or forfeit.

And, when the children pay forfeits, they let the first one who redeems her forfeit name the sentence of the next person, who has to pay.

This is the way Maria and her friends decide who shall be "It." One of them secretly names three others each a color. She tells the rest of the children what the colors are, but not who they are. Then she sings, "Here I have a little box with three feathers on it." She goes up to one of the children and asks, "Which shall I pluck?" The child names one of the three colors. Then she sings to another player, "Which shall I burn?" and to a third player, "Which shall I keep?" The last color to be answered is "It."

Some of the older girls are playing *John the Flute-Player*. You see how they are laughing and making all sorts of funny gestures. The leader, "John," tells each of the others a certain action to imitate. They all begin acting. One of them is churning, one is writing on a typewriter, another is primping, and so on. Then John sits down in the middle of the circle of players and begins to play an imaginary flute. Every now and then he stops playing flute to do what some other person is doing. Then that one must play flute. If he does not do so, he has to pay a forfeit. John, or whoever is playing his part, has to play and at the same time sing, "This is the game of John the Flute-Player, That everyone must watch John's playing." When the leader sings and plays fast, this game is very exciting.

The bell is ringing, so Maria and Delfina and Guadalupe and all the other children have to hurry back to their lessons. Sometimes on Friday after school is over they have a party indoors. Then they play these same games that we have seen, as well as many others. They also play games that are just like ours, but they call them by different names. *Please and Displease* they call *Favor and Disfavor,* which means about the same. Instead of our *Stage Coach* they play *Correos,* meaning *Post Office* or *Mail.* When they play *Pussy Wants a Corner* they say *Pussy Wants to Rent a House,* and "Pussy" goes about asking for a "house" instead of a "corner." *Tocador,* which means *Toilet,* is like our "Fruit Basket"; each player is named some article that has to do with dressing, as comb, soap, mirror. Mexican children like to act and are always making up little plays.

Mothercraft on the Playgrounds

Playground instruction in mothercraft is only a part of the larger mothercraft movement which in the past few years has spread from Massachusetts, where it is being promoted under the auspices of the Massachusetts State Federation of Women's Clubs and has become nation-wide and international. On several playgrounds of Massachusetts, beginning in 1918 in the city of Newton, mothercraft, a definite plan of education of girls in the fundamentals of personal health and in the care of babies, has been taught by playground instructors, preferably those who have had experience as school nurses. The opportunity thus afforded on the summer playgrounds was demonstrated by Ernst Hermann, who very successfully proved on eighteen playgrounds the usefulness and popularity of this work. It was at once seen that the playground gives a natural opening for mothercraft, since many girls come in charge of smaller children and babies, and a valuable chance is then offered to give instruction.

These playground activities have been directed by Miss May Bliss Dickinson, R. N., Founder and Director, from Mothercraft Headquarters, Trinity Court, Boston, whence mothercraft has been introduced into public and private schools, colleges, settlement houses, Americanization classes and elsewhere. With the aid of foremost medical men and educators a standard course of instruction has been worked out and embodied in a mothercraft textbook, *Children Well and Happy,* which through the generosity of a friend of mothercraft has been published for distribution practically at cost. The course can be covered in twelve lessons, which are so carefully outlined that the playground instructor, even though not a nurse, easily gives the instruction. For class demonstration babies are sometimes used, although the mothercraft doll, infant size, which may be secured from headquarters, is advised. Diplomas for those who complete the course may be obtained. To acquaint the community with the work and secure general interest, the Mothercraft Committee has prepared a Mothercraft film, made in California, under the most favorable auspices. There has also been prepared a lecture, illustrated by beautifully colored slides, several of them showing mothercraft classes on playgrounds. Film, lecture and other mothercraft material may be either purchased or rented.

From an Executive to His Board

The following letter was written to the Board of Directors of Cincinnati Community Service by Will R. Reeves, Executive Secretary, while on leave of absence seeking health:

To the Chairman and Board Members of Community Service,

Ladies and Gentlemen:

Circumstances over which I have no control, making it impossible for me to be with you and speak to you of what is closest to my heart just now—I beg your indulgence and patience while you read the following words, hoping that what I have written will be the subject of careful consideration and free discussion.

What can any man or group of men do to make this old world of ours a better place to live in? To me, there is only one answer to that question. He or they must use every reasonable means to bring about a revaluation of men's spiritual ideals and standards so that the materialistic and the individualistic concept of life will cease to be, and in their stead will come the higher concept of man as first, a spiritual being with faith in and hope, aspirations and longing for a better way of life—and second, a producing unit who must be fed, clothed and housed.

Economic determinists would scoff at my placing what in their minds is the cart before the horse, and be quick to point out that upon economic well-being or the lack of it, rests man's ability to think of this world as a place where good will, fellowship and peace can prevail through the efforts of the like-minded—*working together.* This in a measure is true—as man's mental and spiritual road toward the light is made easier by economic sufficiency. But the economic environment of practically *every great spiritual leader* is proof that mental and moral qualities are not *wholly determined* by the amount of bread one has to eat, or the kind of clothes one wears.

Man can be trusted to fight to the last breath for the necessities upon which physical life depends, but even after they are acquired, he *must always* be guided, led, and even forced sometimes by pressure of public opinion to look above and beyond himself and his immediate family, to consider the needs of his community, the state and humanity as a part of his individual, conscious responsibility.

The great humanitarian movement of the Nineteenth Century has received a tremendous impetus from the evils—industrial and spiritual—laid bare by the World War and its false peace. Motivated by fear, loss of economic security, the cutting away of the old spiritual values and an incurable altruism, men are questioning the materialistic standards the age of industrialism has erected and looking about them for means whereby true knowledge, fellowship, love, and peace can be made the values most worthy of cultivation. The tremendous growth and increased influence of social service agencies, the rationalistic movement in the Church, the acceptance by a growing number of so-called idealists of the principles of the League of Nations, are symptoms of an increasing dissatisfaction with things as they are and of the standards and values that have made them so.

As I understand it, Community Service is a concrete expression of this dissatisfaction and an earnest of the belief that the leisure or free time of men and women can be used to bring them into a better relationship with one another through common participation in activities they already like or can be taught to like. Proof of the soundness of this idea can be found in the experience of our own Community Service organization, where the requests for services to various neighborhood communities now engage as large if not a larger proportion of our time as those activities actually initiated by us. This is no mere lip service to the community ideal we stand for and talk about, but an actual demonstration of the fact that organized groups and private individuals are looking to us for help in the working out of community problems.

Naturally, the success of work of this type is absolutely dependent upon the character of leadership supplied. It cannot afford to be wholly professional, if it is to escape the onus that falls on the individual or group *appearing* to be engaged in any form of social service *for a livelihood.* This professional group *must* be balanced by an even larger body of public-spirited citizens whose services are given voluntarily, as an earnest of their belief in the expressed ideal. The real leader of these combined groups of paid workers and volunteer committees or board members, may be the chairman of the board or the paid executive. In either case, the functioning group should be so impregnated with the dynamic ideal that the temporary or permanent loss of either or both should not affect the group philosophy or objective. This, to be sure, is an ideal picture, not

readily attained, but surely to be dreamed of and worked for as within the power of human achievement, *if* the group does not lose faith or courage.

In Community Service as it is organized in Cincinnati today, we are far from having reached this point and no one is more to blame than your executive secretary. It needed this separation of time and distance to make him aware of the grave faults he has committed, in not sharing the burden of responsibility and the joy of work with the Board members. If this had been done, he is confident that with the knowledge acquired only through active participation, would have come an enlistment of interest in the work as strong as his and as great a reluctance to see any backward step taken.

The situation as it exists today, however, is not by any means a hopeless one, and the following suggestions, your secretary believes, will be helpful in stimulating a more active interest in, and consequently a more intelligent appreciation of the work we are trying to do.

First—Let there be a frank recognition that absence from Board meetings unless caused by illness or out of town business, is a breach of faith not only with the organization but with the contributing public *whose stewards you are.*

Second—As intelligent interest cannot be founded on anything less than true knowledge, let an earnest effort be made by every Board member (a) to *read the monthly reports with care;* (b) to receive committee reports based on actual participation in such city-wide activities as Boys' Week, Hallowe'en, Christmas, May Day and Flag Day celebrations, all tournaments and institutes, such special activities as the supervision of existing Community Centers and the organization of the proposed new centers; and (c) faithful representation on such committees as the Recreational Division of the Council of Social Agencies of which your executive is secretary, the committee looking to the establishment of a standardized physical education system in the parochial schools and such others as may be brought to their attention.

Third—Subscription to and study of such publications as *The Playground, The Travelers' Aid Bulletin, The Survey,* etc.

Fourth—The purchase and cover to cover study of the Community Service Bible—*Play in Education* by Joseph Lee, our national president; *The Social Problem* by Ellwood, *The Iron Man in Industry* by Pound, *A Philosophy of Play* by Gulick, *The Abolition of Poverty* by Hollender, *The Community* by Lindemann.

If these suggestions are faithfully followed—and the sum total of time-enlistment involved is not enough to be a burden on any one Board member—your secretary is confident that, as a result our committee will be welded into a unified, enthusiastic and militant body, with true knowledge increased, faith strengthened, and hope for a happy issue out of some of our leisure time problems, given substance.

Faithfully and hopefully yours,
WILL R. REEVES,
Executive Secretary

A Mayor Who Believes in Recreation

The Mayor of Lynn, Massachusetts, in an address delivered January 7, 1924, emphasized recreation as one of the important tasks of the City Government.

"Development of our parks and playgrounds must be continued and to the limit of our means. In the past year, we have acquired one new playstead in Ward Five and by a recent acquisition of land on Sanderson Avenue, we will be able to add materially to the playstead in that district. Need of a playground near Lynn Beach is recognized, but here we are faced with technicalities of an unusual nature, the only ground available being in an adjoining town and under the supervision of the State. Therefore, we will have to continue our efforts for State legislation in behalf of this much needed playstead.

"In Lynn Woods, there remains great opportunity for development. We have started with the erection of a toboggan, which if proven attractive, will be supplemented by others. There is a vast acreage of beautiful woodland and waterfront that should be made available to the pleasure of our own people and our guests at all times of the year. In this respect, we have been delinquent to avail ourselves of our own resources. Although certain usages of this great woodland must be prevented, because it includes our watershed, yet it can be made more useful by efficient and scientific development."

Leadership

By Eva Whiting White

Boston, Massachusetts

The test of real leadership is three years. If a leader lasts three years he is pretty apt to live forever. In the first year you are becoming acquainted; you are becoming familiar with the people in the community, and they are becoming familiar with you. Gradually mannerisms are getting looked into and associations are coming into the limelight, because they know you better. On the second year basis you either sink or swim, and the third year you go on to do constructive work.

After all, that kind of leadership which goes by indirection is the kind which is more worth while than the leadership which we find from the center of the circle. The leadership of the boss shows that he has learned this thing. The ward boss does not want to take office. He does not want to allow people to get at him. I believe firmly that from our point of view the thing that you and I have to look for is the leader who has this power and has influence by indirection rather than by direction.

It is told of Elihu Root, a man of quiet personality, that as a young man he was even more retiring, showing elements of wanting to withdraw from people. After he graduated from law school, a friend came to him and said, "Root, I have this particular case. Tell me if the argument is lined up all right." The man went to court and won his case. He got his fee, and Root did not get a cent. Root gave him pretty good advice. The word passed around, and the next man went to Root and got good advice. He got his fee, and Root not a cent. But in this way Root had trained himself in many problems. He trained himself and tested his own local power.

I believe in community work. The real worker is the person who does very little self-advertising. The public doesn't like that sort of thing. Let the other fellow say that your program is a good program and that your work is worth while.

You have to deal with the general public and with the professional group to which you are allied. The professional group snaps its fingers at the public, it is said. Many social workers are in that group. They are persons of narrow contacts. They circle around a certain lunch club, and everybody pats them on the back. Pretty soon something happens. They lose influence in the community. Somebody else comes forward. What the public thinks of you is important, and also the meeting of many minds as to your program and as to yourself. The professional group give you the say-so on technical problems. Then you can talk in terms of your particular problems to a point of depth to which you cannot go with the public. You can analyze the problem. The thing is pretty much a balance. We must stand true to our professional group, accept the gauge of efficiency from them, and check up with relation to the community.

Aside from the leadership of the professional in the field, there is leadership in program—in the city's program of general activities. No other education in terms of itself will do the thing. We must point out that education can't come to completion unless our program is used.

We can't go battling against the situation. We must say our say and wait. Much falls by the wayside because people are too hurried about it. Any community that accepts a program overnight is not worth winning. Allow the community to digest the thing you have said. Let them say whether they want it or not. Suggest one outlet, then another outlet. Build up by the demand of the community. When you find people suggesting that you do things for the community, that means accepting the beginning of leadership.

Then comes leadership of the allies with which you are working. Work on a decentralized basis. We must have leaders to speak for us. They must know the program through and through. They must be people whom you have very carefully found out about and who are in g od relation to the group of which they are a part.

In East Boston we can't keep up with the demands made on us. We could spend 365 days in the year meeting the needs in East Boston. It proves that members of the staff have done a thing which has won leadership for them. We have supporting it a group of people who have caught the idea.

We have to get leadership for the different phases of our work—people who are thinking in terms of music, people in music thinking along two lines, and so on, either getting more people to accept the same program or to deepen the particular program which you have with the

*Substance of talk given at Conference of Community Service Workers in New England.

same group of people. You have got to have people who stand in a certain relationship in the community. From the point of view of certain phases of our work it doesn't pay to waste time with people who haven't that relationship.

In a Community Service program difference of opinion doesn't trouble. In each group are leaders. We welcome difference of opinion when it comes from keen interest. It is a sign of health. If there is no difference of opinion, probably you are not doing anything stimulating. This question of difference of opinion operates in a group very much as with individuals. It is a high compliment to be criticized if you are doing certain sorts of things.

The thing we have to be sure we do is to handle human nature in such a way that we give it an outlet. Don't try to dam it up. Welcome difference of opinion, because we want to allow it to come out. It is a sign of real leadership in our program.

For the community worker in this field, unfortunately, it is more difficult than any other. He must be exceedingly well informed. We occupy our position in the community in so far as we can meet the many different interests of many different people. We have always got to be seeking, keeping personal contacts as many-sided as we can. It is good for us.

Test yourself. Are you being invited naturally? Are you being invited by rich and poor, by all races, by all religious groups. You must know the arguments of the people you are meeting. We are in with working men. We must know the labor arguments. We have got to have a sympathetic understanding. Suppose you are asked to dinner in the family of a working delegate. He is going to talk about the thing nearest his interest. If you don't know anything about labor, you are bound to show that. You have to know about immigration. What do they think about restricted immigration? We must be informed, in other words.

We have got to know the local gossip. We have got to know the things that aren't serious. Get those contacts and very wonderful things happen.

Sometimes mothers' clubs or lodges will play up this personal attention. If you lose your head, you will take it personally. We want to remember that.

Keep well informed, if you would have a permanent leadership. I always think a sincere and true leader will discover sincere and true leadership. There is a certain law of averages which will show personalities of that kind.

Communities are becoming more and more intelligent. We have an opportunity now to do the statesmanlike and very real thing.

Promoting Interest in Physical Efficieny

The following suggestions for the promotion of the standards presented in the Athletic Badge Tests are based on the experience of the Department of Physical Education of Cedar Rapids, Iowa.

The course of physical education at Cedar Rapids has been designed to provide a large part of the regular 45-minute period for the practice of various kinds of athletics and organized games. The method of procedure in handling courses of from twenty to forty boys and girls is to line them up in the usual manner for classwork. About ten minutes are devoted to preliminary gymnastics and twenty to the practice of athletics including instruction in jumping, shot-putting, ball-throwing and running. After this the class is divided into squads with squad captains and assistants to keep records. Although this is a free period, the competitors take their place in line in an easy resting position. The total score of the class is taken and divided by the number participating. This is afterward posted on the bulletin board with a statement showing the class average for the day. It is an object lesson in psychology to see the intense interest displayed by the whole school in the standings. An honor roll is maintained with the names of the boys who jump a certain height or chin the bar a certain number of times.

During the school year a definite schedule is outlined for the purpose of promoting the Athletic Badge Test standards of the Playground and Recreation Association of America. One month is devoted to each of the various events. During the final month of the school year the Tests are given and awards are presented to the successful contestants at a special meeting. The success of the plan is shown in the fact that out of a total of 120 boys who tried to pass the Tests 86, or 71.6%, secured badges.

During the school year organized games are conducted in much the same way. Every boy and girl learns to play four or five highly organized games.

The Planning and Construction of Community-Type Buildings

By

Lewis E. Jallade, Architect

Looking About

Before planning a building of the community type, a study should be made of other buildings that serve the community and that contain units similar to the ones that you are planning to install in the proposed building. It is necessary to know whether there is a demand for these features and whether such features, if installed in your building, would overlap with similar features in other buildings.

You should also know the needs of the community so that you may know that you really need an auditorium and whether bowling alleys or a swimming pool are necessities. It has been my experience that where a building is planned without a thorough knowledge of other available buildings, very often it contains units which are not at all desired by the people and consequently are an extra burden to carry. On the other hand, valuable features which are greatly desired are sometimes omitted because the funds have been expended on features which are not wanted.

The committee in charge should visit other buildings of a similar type so that it may obtain first-hand information on the operation of such a building. The study should cover, in addition to the plans of the building, direct questions on the cost of operation, the income, the use of the various features by the members, the indoor and outdoor program and any suggestions that those in charge may have to make, on the basis of their experience, for the planning of your building.

Planning the Building

Each building should be planned for the community which it is to serve. There are no standard buildings. Often buildings will necessarily be small, but it is advisable to employ an architect who has had experience in the designing and construction of such community buildings. It is not desirable to hold a competition for architects covering the submission of plans. Before the work is awarded to the architects, it is necessary to have an understanding as to what the building will cost. The experienced architect will be able to give you a good idea of the price.

Buildings of the community type should be planned around five ideas:

Supervision

It is important, because of the difficulty of securing funds for operation, that the building shall be so planned that it can be supervised by the smallest staff possible. That means that if you rent your auditorium to the public, it should be a separate unit which you can cut off from the rest of your work. The entrance and exit to the auditorium will be separate from your building. It further means that rooms should be square so that each room will be clearly visible and all activities can be kept under the control of one point of supervision. This is especially true of those larger buildings that contain gymnasium, swimming pools, bowling alleys, game rooms and similar activities. It should always be kept in mind that a plan calling for a number of separate points to supervise will be expensive to operate.

Circulation

The line of circulation of each member using the building should be direct so that in passing from one activity to another it will not be necessary to disturb the unused activity in order to reach the required activity. That is, if you rent the auditorium to outsiders or if you run an entertainment, it should not be necessary for the people using the auditorium to be compelled to pass through your game room; or if you have lockers, showers and swimming pools, the foot space of the swimmer should be progressive from the locker to the shower and to the pool, and not from the locker to the showers and through the locker again into the pool. Furthermore, the circulation should be so arranged that you almost eliminate corridors. Excessive corridors mean bad planning and increased overhead in your operation.

Flexibility

The plans should be flexible so that there is no one room dedicated to one positive use. For

example, if you have a swimming pool and gymnasium, your plan should be so arranged that men may use the gymnasium and women the swimming pool at the same time without having to cut off one room to accommodate the users of the other. Or if you have a lobby or lounge, it should be next the auditorium so that when you give an open house performance that part of the lobby may be used for extra seating for the auditorium. Or again, the library or, if you wish, the Executive Committee room, should be available at times for other meetings of the community. The directors' room, set aside for their exclusive use, would be used only once a month, yet between these meetings it would be carrying heat and janitor services without any return.

Up-Keep

This is probably the most important consideration. Your building should be so constructed and materials so selected that the item of yearly repairs is nil. And it is very easy in drawing up your plans to incorporate items which will mean additional expense. For example, the use of plaster around shower rooms will mean new plaster within several years. An improper arrangement of the showers will mean fifty per cent. more consumption of hot water; an unwise arrangement of the steam piping and valving will mean that you will have to heat the auditorium when the rest of the building is heated even though it is not being used. Improper materials are responsible for excessive budget expenditures and extra janitor service. If a corridor 4 feet wide x 60 feet long x 10 feet high is used, we have 2400 cubic feet of space. If a corridor 6 feet wide x 60 feet long x 10 feet high is used, we have a corridor that has 3,600 cubic feet. If the four foot corridor is sufficient, then the six foot corridor has 1200 cubic feet of building space which is useless. If the building has cost 30¢ per cubic foot, we therefore have $360 invested in the original building for cubage which is unnecessary. To this must be added the cost of insurance on this wasted space, the daily janitor service, cost of heating and lighting and periodical painting and papering. The 120 square feet difference between the narrow and wide corridor would provide for a room 10 feet x 12 feet which would be a useful room for some activity in the building.

Operating Budget

Before a building is planned, an operating budget should be established which will contain a list of all the expenditures necessary to carry on the program planned. The budget should contain cost of heating, lighting, water, insurance, janitor supplies, repairs, depreciation and similar items plus an item for stationery, telephone, stamps, publicity and similar details. On the other side there should be an income budget showing the minimum income from the various activities such as renting a hall, membership fees, fees from game tables and activities of this nature. After it has been determined that the budget is well-balanced, then you may proceed with your plans, but no building of this character should be designed and built until you know exactly what it is going to cost you and what the operating expenses are going to be from year to year.

There are a great many features that enter into the construction of a building that must be really studied before they are built. The stage, for instance, must be planned as a stage with ample dressing rooms and the right kind of light and with a door large enough and high enough to take in the scenery. There must be a room set aside for the storage of stock scenery. The lighting arrangement of the auditorium must be such that the lights can be controlled from the stage and from the moving picture booth. Next to the auditorium must be a kitchen where food can be prepared, and there must be a storeroom where chairs and tables can be permanently stored. All of these features must be studied in detail.

Note: Mr. Jallade, who is Consultant for the Building Bureau of the Society of Directors of Physical Education in Colleges and for the Boys' Club Federation, has also consented to serve as Consultant on Community Buildings for the Playground and Recreation Association of America. Anyone desiring Mr. Jallade's advice may secure it by addressing the Bureau of Correspondence and Consultation at the Playground and Recreation Association of America, 315 Fourth Avenue, New York, stating his problem as clearly and definitely as possible. Mr. Jallade will criticize plans submitted, give opinions on buildings, materials, costs and budgets, and render any similar service which may be given through correspondence.

Winter Sports

By

Arthur R. Morrison, Chief Supervisor,

Public Parks Board, Winnipeg, Canada

Public recreation in Winnipeg is in charge of the Public Parks Board and as a part of their program twenty-three skating rinks are operated for the benefit of the children living in the various neighborhoods of the city. These rinks are, for the most part, located on private property whose owners are glad to have the lots used in this way. Six of the rinks have toboggan slides attached to them. In a number of instances, baseball diamonds and tennis courts are used without any harm to the surfacing of these areas.

In addition to the city's skating places, there are four covered commercial rinks, one of them with artificial ice. There are also six or seven open-air surfaces for which an admission fee is charged.

Size of Rinks

The average size of a rink is 100'x150'; this, however, varies according to the number of children in attendance, one or two rinks being as large as 175'x250'. Two arc lamps are placed on these rinks by the City's Hydro Electric Department, for which a flat rate per lamp is charged. In connection with each rink there is a shelter well-lighted and heated. These warming houses are built and erected by our own workmen, the cost averaging $235.

Administration

The flooding is done by our own department, an arrangement which has been found most satisfactory, as our own truck and hose are used for this purpose. The hose is the regulation one such as is used by the Fire Department and is connected to the fire hydrants.

General supervision is provided by a caretaker in charge of each of these rinks, whose duties are of a varied nature, ranging from keeping the ice and shelters in order to teaching the little tots how to skate.

Location

A piece of ground as nearly level as it is possible should be obtained, with water and light easily accessible. The electric light poles from which your lead is to be taken should be close to the rink, and the hydrant on the same side of the street, so that passing traffic will not be interfered with, or the hose run over by vehicles.

Banking

This is perhaps the most important phase of the work, as an imperfect bank means the loss not only of much water but also of valuable time. Originally banks were made of 12" boards raised to a height of 36" or 48". This, however, was found to be an expensive item. Furrows are made around the rink, the earth being thrown inwards, the trench being on the outside. The soil is then thrown up and made as compact as possible. With the advent of snow, this is added to the earth, firmly trodden or stamped in, and then whenever possible the bank is sprinkled and made thoroughly wet. The more the bank in its wet state is tramped on, the harder it will become when frozen.

Flooding

When the weather permits the ground and banks should be sprayed and soaked. A foundation strong enough to contain subsequent floodings will then have been made.

It is very important to know how much water should be put on a rink at a time. Too much water in mild weather serves to take the frost out of the ground, and many an entire "flood" either runs into the ground or away through the banks. An over-supply of water is also a mistake in very cold weather as it is apt to freeze too rapidly at the top. When it is possible, after ice has once been made, a one-inch hose should be used and the surface sprayed with a fine nozzle.

Repairs

Warm water should be used to repair cracks which appear on the ice surface, as it melts the broken corners of the cracks and fills in properly. Very frequently large seams appear in the ice which go away into the ground, the water running away as fast as it is poured in. In a case such as this it has been found advisable to fill in the crack with a mixture of snow and water gradually bringing it up to the surface.

Shortly after a rink has been flooded, air bubbles may be noticed. A simple remedy is to be found by touching the spot with a stick. The air will then be released and no "white ice" or blisters remain. Before flooding, the surface of the ice should be thoroughly swept so as to insure smooth and keen ice.

The Problem Column

One of the problems most frequently mentioned by superintendents of recreation is the fundamental one of securing adequate appropriations from the city budget.

A suggestion regarding this comes from Mr. W. C. Batchelor, Superintendent of the Public Recreation Board of Fort Worth, Texas.

"In my opinion there are two basic factors to which whatever success we have had may be attributed. In the first place, the Recreation Board has secured the confidence not only of the City Administration from the Mayor down but of the rank and file of voters as well. This has been accomplished not merely in building up a recreation system which convinced the city officials and the people of the Board's ability to secure adequate dividends on every dollar invested, but at the same time bringing the work which has been accomplished to the attention of the public through the press, various public demonstrations and other means. Among these other means may be numbered the sixty odd addresses which have been made by myself and other members of the department during the past eleven months and the publishing of a report.

"The other factor I refer to is the placing of a request for funds for purchase or development of permanent recreation facilities on the basis of an investment rather than an expenditure. The two largest recreation projects launched in Fort Worth during the past year aggregating in cost approximately $125,000 have yielded revenues which are not only covering the entire cost of maintenance and operation, but are yielding a sufficient margin to provide a sinking fund sufficient to care entirely for the interest and principal payments on indebtedness incurred in the purchase and construction. I refer to a swimming pool constructed by the Park Board at a cost of $60,000 and a municipal golf course constructed by the Public Recreation Board at a cost of $67,000.

"In other instances where we have not been able to show a dividend in dollars and cents as in the tourists' camp and high school athletic field, the attempt has been made to show that these were sound investments yielding ample dividends other than financial.

"Thus, in my opinion, the success of a recreation board depends on exactly the same principles as the success of a bank—confidence of the people in the competency of its management as shown in the results it produces and the assurance of an ample return on money invested."

Again the Question of Health

I have read with great interest and, in the main, with warm sympathy, the communication from Ernst Hermann entitled *A Question.* My own conceptions and my regulating of my own life and that of my children is so thoroughly in accord with his general thesis that I am desirous of forwarding the movement which he suggests. But even while I should agree that health is in the overwhelming majority of cases the basis upon which all physical, mental, and emotional developments must be made, I am a little dubious about establishing too definite and inflexible a hierarchy of recreational values. I still have in mind the fable of the various organs of the body which Shakespeare uses so effectively in *Coriolanus.* Physical health may be the basis but when it is not tempered and guided by keen intellectual outlook and warm emotional reactions we are in danger of having robust animals rather than balanced citizens.

My only reservation, therefore, to Mr. Hermann's analysis and recommendations is in this very word of "balance." I, for instance, am naturally keenly conscious of the values to be found in the arts, and I can imagine a program of sports which will be developed to such a point that it will leave no space for the serious pursuit of music, painting, sculpture, drama and poetry. These all demand a certain attitude of ease and leisure which do not result from the exhilaration of the more vigorous winter sports, for example. But such sports rightly pursued are the very best tonic for that sane mind and cheerful spirit in a strong body which are the prerequisites for the finest enjoyment of the best art.

Truly yours,

P. W. Dykema.

Please do not forget that the Problem Column is intended as a Contributors' Club. Other workers are interested to know what you think about these Problems. Let us hear from you.

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The Question Box

AN ANSWER BY V. K. BROWN

Mr. Hermann is right, and the answer is "yes," but in my opinion his reasons are wrong, in so far as he assumes that the basic value of recreation is the health value. All human values constitute an equilibrium. There are factors contributing to the net total, whatever the angle from which one approaches any subject. No one would deny that health is a factor, and an important one, in the ultimate value of recreation, but when Mr. Hermann asks, as a contributing question leading up to his main one, "Should we not put health values as basic?" my own answer would be, "No."

I do not believe we can establish a convincing case if we consider our contribution to health as our basic contribution. Our service to health is far from being scientifically conducted. If our contribution to health is the basic thing which we claim to do, we are guilty of neglect. We should reorganize our entire process, and proceed in much more scientific fashion than we are doing, or we are grossly wasting the funds which are committed to us. It seems to me the logic of this is unanswerable. Health service has come to be a thoroughly scientific service. It is inexcusable that we should attack the problem in the way we now do, if health is our primary objective.

My own view is that health is a secondary thing—a by-product. If we achieve it, it is so much the more to our credit. It should not obscure our view of our more important function, which is educational, in a broader sense than is implied in physical education. It seems to me that our function is to provide avenues through which every individual, whether in robust health or not, finds opportunity to employ himself in the doing of things, rather than in merely perceiving them as an intellectual concept, and in doing them to such purpose, and with such recognition and success, as lends him a heightened sense of personal power and possibility, and the stimulating consciousness that in the one thing closest to his heart—the sport or activity of his choice—he has excelled.

I believe that the sense of inferiority, and the fear of failure, which robs so many of both happiness and a record of achievement, is more to be combated in our scheme of education than is ill-health, standing alone. Doesn't ill-health fundamentally get back to this very sense of discouragement and low-spirited despair, which is unwilling

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to vigorously tackle a new regime calculated to bring one back to a basis of personal efficiency? To me, at least, it seems that this is the more fundamental, underlying even health service.

But this view only further supports Mr. Hermann's implication, which is that winter sport should be more widely promoted. The very coddling of our childhood to which he refers is a factor in this same inferiority complex to which I have referred. What is more calculated to stir one to a sturdy sense of fighting fitness than battling with the elements, shouldering one's way through winter's adverse conditions? Winter has in it a tonic to the low-spirited, and we are failing in our function if we do not seize every possible means of developing the first essential of a conqueror—a fighting courage.

V. K. Brown,
Supt. Playgrounds and Sports,
South Park Commission,
Chicago, Ill.

Question:—What special provisions are being made on the playground for the care and play activities of pre-school children?

Answer:—One of the unique features of the children's playground at Hartford, Conn., conducted by the Park Department, is the Children's Village, made up of houses about 4½ feet high, where the children keep house, entertain their friends and carry on activities of various kinds.

The summer playgrounds conducted by the Board of Education of New York City make special provision for children of pre-school age and their mothers. Special kindergarten activities are maintained under leadership.

T. J. Smergalski, Superintendent of Recreation, West Chicago Park Commissioners, Chicago, stated in a report a couple of years ago, "One of the most popular and best attended places during the summer months for play by the smaller children is the children's playground, which is open only to children under ten years of age." . . . "However, the older children and adults who accompany their little ones are admitted to the children's playgrounds as caretakers." . . . "It is at all times in charge of a trained woman kindergarten and recreation instructor."

In the Bureau of Recreation in Pittsburgh, Pennsylvania, there is a department for children under ten years of age and the activities of this department are described at some length in a recent report of the Bureau.

The following statement appears in the 1921-3 report of the Park Board in Dallas, Texas: "The Dallas Free Kindergarten and Day Nursery is also located here (Trinity Park), where mothers who have to work to support their families may leave their babies and little children in the care of competent women who serve them. They work hand in hand with the playground employees in making brighter and better worlds for those who toil and for their little children."

In the 1922 report of the Salt Lake City Recreation Department, there was an account of the Play Kindergarten in that city. "With the objective of furnishing constructive occupation for small children during the morning hours when they are least helpful at home the centers are conducting play kindergartens where handiwork, story-telling, games, songs, sand play, wading and rhythmics are enjoyed successively. This is of great assistance to many mothers during the busy morning hours."

In the 1922 report of Wheeling, West Virginia, the Recreation Commission gives the following statement regarding the summer playground season, "During the morning hours the chief attention was given to the youngest children while in the afternoon and evenings the older boys and girls were given most attention."

We do not have a recent report of the Bureau of Recreation in Scranton, Pennsylvania, but in the annual report for 1920 there was a detailed account of the baby shows which were held on the various playgrounds in connection with baby welfare stations and clinics which were conducted as a feature of the playground work.

In the report of summer playgrounds in Allen, Pennsylvania, last year there were detailed attendance tables in which persons attending the playgrounds were classified by ages and the first group was children under six. Since there was a very high attendance of children under six years of age, it is quite probable that some special provision was made for them.

The reason why most playgrounds do not make special provision for the pre-school age children as a group is perhaps because of the lack of funds to provide an adequate personnel. It is necessary for most playground leaders to direct the play activities of children of all ages, and it is therefore impossible for them to give their whole time to any one group.

THE PLAYGROUND will be glad to have word of any experiences which may help to answer this question.

48

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Werner's Readings and Recitations No. 45 contains a collection of orations, dialogues, drills, monologues and recitations suitable for Lincoln's Birthday celebrations. Especially adapted to school groups. Obtained from Edgar S. Werner, 11 East 14th Street, New York, price 60¢.

VALENTINE'S DAY

A Masque of Old Loves by Faith Van Valkenburg Vilas. A whimsy consisting of a splendid collection of Valentine tableaux. The characters of Pocahontas, Priscilla, Martha Washington, Betsy Ross and others are introduced by the Bird Spirit and the Spirit of Loving Memory. Suggestions for music and instructions for the settings and costumes are given. Obtained from Community Service, 315 Fourth Avenue, New York City, price 10¢.

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male characters—may easily be prepared with one or two rehearsals. Mistress Hamilton calls upon Dolly Hapgood. During the visit Miss Dolly offers to teach her the Minuet which has just become the fashion. It is necessary to call in Aunt Jemima to make the fourth, and a good bit of comedy is introduced in working out the dance. Material is chiefly adapted to school entertainments. Obtained from Edgar S. Werner, 11 East 14th Street, New York City, price 30¢.

Washington's First Defeat by Charles Nirdlinger, published by Samuel French, 28 West 38th Street, New York City, price 30¢. This is a gay little comedy in one act, dealing with a first love affair of Washington's. A simple interior scene; colonial setting and costumes. Two females and one male. A few of the lines may have to be cut, but in the main the dialogue moves quickly and sparklingly.

The Doll That Saved an Army by Edyth M. Wormwood. An historical play in four scenes. Splendid full evening play for young people. It includes 12 boys, 6 girls. May be given by a less number by doubling. A patriotic American girl poses as a very young country girl and succeeds in taking important papers to George Washington by tucking them inside the head of a doll which she carries. Costumes of the Revolutionary Period. The character of George Washington and some very delightful comedy are introduced. Obtained from Walter Baker & Co., 5 Hamilton Place, Boston, Mass., price 25¢.

George Washington at the Delaware by Percy MacKaye. This dramatic action, consisting of one act and a prologue, is an excerpt from Mr. MacKaye's play, "Washington: the Man Who Made Us," which was produced at the Lyric Theatre, New York City, in March, 1920. The cast includes 6 men and 2 children, and the voices of many unseen people. The principal characters introduced are Thomas Paine, Lt. James Monroe, General Washington and Alexander Hamilton. This play is especially adapted to the use of high schools and colleges. Published by Samuel French, 28 West 38th Street, New York, price 50¢. Royalty arrangement must be made with the publisher.

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The Campaign for National Physical Fitness

(*Continued from page* 602)

America to-day in the gymnasium, as the result of the ideals ingrained into them through our school and college athletics. In these contests that are competitive, the greatest good that comes from them is not physical but something social and moral, and I maintain that these contests will either make men and women who are deceits and frauds or they will make the highest types of manhood and womanhood.

In Missouri, where I first began to teach, I remember that one time when a number of boys were playing baseball—just American high school boys, not the kind of men you would expect to see in professional contests—there was a man on first and he started to steal second. The umpire had not trimmed his glims that day and called the boy safe. But the boy knew better. He shook his head and said, "No, I was out." Did you ever know of Babe Ruth's doing that, or anyone else paid to play? The whole idea is to win and to get the money wagered on the contest. When I saw that boy do that, I said to myself that I hadn't much of this world's goods, but I would trust my last dollar with that boy quicker than with any bank.

Most Valuable Results Not Physical

I then learned that nothing comes from these competitive contests that is worth while when in the schools we regard winning as a matter of life or death. When boys go into contests with that conception and are taught it from high school on up, it is no wonder we have all these evils and unfortunate things following interscholastic and intercollegiate contests. I believe that out of them come other qualities, but I am doubtful as to whether the physical damage is not greater than the physical good done. The good done is more along the lines of social and moral training. For instance, I do not know anywhere today where you can find the perfect cooperation exhibited in one of these contests in high schools and colleges. Today cooperation has become a necessary thing for success in all walks of life. Not long ago I was standing with a friend on a railroad station platform. The friend, who was an official of the railroad, told me he knew the engineer on the train that was just coming in, and he predicted just at what point this engineer would bring his engine to a stop. He added that the engineer was the best engineer on the road, but that today he was making his last run. Sure enough, the train stopped within a few inches of the spot indicated by my friend, and I asked why such a fine engineer should be making his last trip. "Well, he doesn't know how to cooperate with anybody else," was the reply. You know that the people employed in a factory or an office usually have a nickname for the boss or the chief. Well, I have sometimes thought that the people in my bureau if they have a name for me must call me "Cooperation," for that is what I am constantly preaching to my people. In contests we get perfect cooperation, in strange contrast to what you sometimes find among teachers in academic lines. We develop some rather wonderful qualities, but physically we do a great deal of damage. But in spite of it all I am still a believer in contests, and think we have in them a crucible into which we put our boys and girls, and they come out either frauds or honorable men and women.

"To know a boy you must play with him."
Edgar A. Guest.

Recreation and the Child

(*Continued from page* 598)

to the hour when he falls into Aunt Betsey Trotwood's arms, faint with hunger, but happy at having a home once more. Child-hearts will rejoice with him as he looks from the window of his pleasant room and thinks how glad his mother will be that her little boy is safe from harm and want. Nestling in the snow-white sheets of his bed he thinks of all the places he had lain out in the night, a homeless, friendless little child. "I prayed that I might never forget the homeless," he said, as he drifted off into the world of dreams. Sad? No, for there is joy at the end, and many lessons of gratitude for a good home and reverence for God, to sink into child-minds. *Modern children need to be more grateful for their many mercies.* Once acquainted with "David," young folks will be pleased to meet little Nell, the Dombey children, Tiny Tim and a host of other immortals of literature. They will *not* say in after life, "I can't read Dickens."

Boys' Stories

The small boy will ever be a social problem, for he is a very unique institution all by himself, and yet he is more than the little animal that some folks consider him to be. Boys can be got to read and to profit by reading. It is true they have a very strong taste for games. The coming of the circus, once the event by which all the year was gauged, has now given place to the great national game. Modern literature for boys has been drifting into unwholesome channels simply because authors of juvenile stories forget the fascination of the simple games, and picture the hairbreadth escapes of outlaws or the ridiculous meanderings of Charlie Chaplin and his kind.

I protest against the all too prevalent idea that boys' tastes run to slaughter, deeds of piracy, blood and thunder and braggadocio. This sort of literature is pouring out into the market today in perfect torrents from a thousand writers who neither understand the boy nor love him, but do it because there's money in it.

Behold the cover of the average juvenile book of the kind we have in mind, with its "pictures of feathered savages and pirates and muscular pale-face heroes." One very sensible critic of such literature has said that—"most of these books are written by men who would curl up

(*Continued on page* 625)

579 A 1924

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Self-Government on the Playground

Here is the plan for self-government as worked out on the Clarksburg, West Virginia, playgrounds. The story is told in the December issue of *The American City* by Harrison G. Otis, City Manager of Clarksburg, whose support of the recreation program in that city is making possible community-wide activities.

"This past summer we made each of our neighborhood playgrounds a sort of self-governing junior town. The enrollment on the several grounds varied from 300 to 800. Every youngster was a voter. Primary elections were held. Opposing tickets automatically appeared, and in most cases, chivalry notwithstanding, there were contests between boy and girl candidates. At the final elections each playground chose a council of nine members and selected two representatives to the playground legislature. The playground leaders, employed by the city, served as city managers, thus varying a bit from the "grown-up" plan, for obvious reasons. Then followed the appointment of the usual officials—clerk, treasurer, police chief, judge, health officer, city engineer, recreation director, and so on, with such variations as local councils determined.

"It worked. Rivalry was keen, but good sportsmanship prevailed. One councilmanic candidate campaigned against himself in order to qualify for police chief. One newly appointed engineer produced plans for improving his playground, and with his assistants did an excellent piece of work. Health officers appointed sanitary inspectors who soon made soap and water popular. Nurses with first-aid kits healed bruises and scratches. Problems of discipline handled themselves; for, as in real life, a 'roughneck' may often be turned into a good policeman.

"Unsuspected originality developed, and budding leadership was given its chance. One playground produced an orchestra. Another arranged a city-wide doll festival with an exhibit of handcraft as an added feature. Interplayground relations were handled by the legislature. The recreation director served as governor, the leaders as senate, and the house of delegates was elective. A better grounds contest, with a large piece of apparatus as the prize, was very effective. Tournaments and leagues playing volley-ball, speed-ball, horseshoe and other games, winding up with a playground field day, tied the several units together and developed competition with its vital lessons of loyalty, fair play, and how to take a trimming with a smile."

The Movement for Universal Physical Education

(*Continued from page* 599)

men, and that is of course their first responsibility. However, many of their leaders now feel that there is need for developing strong support for some important measure in the interest of public welfare such as is represented by the universal physical education program. Do not be discouraged, therefore, with last year's lack of success in getting legislation through. The legislation providing for vocational training was worked for ten years before it was finally enacted. This movement for universal physical education is not yet three years old. So we need not be discouraged, but keep on working, knowing that the time is surely coming when every child in the public schools shall have a regular, comprehensive, sane program of physical education.

Recreation and the Child

(*Continued from page* 623)

and die of fright if they met one of their own creations."

The Indians, we venture to say it, were often more normal than they have been represented in such books. You probably recall a story in one of Jacob Riis' books where he tells of the first English composition of a Russian child. It reads:

"Indians do not want to wash, because they do not like water. I wish I was an Indian."

But need we say more on this topic to emphasize the thought we had in mind to bring home to you?

As we said at the beginning of this talk, the welfare of the children of this land is a matter of the highest concern to everyone who loves our country and desires the perpetuity of its institutions. We have nothing but love for children, wherever they chance to open their inquiring eyes to the light of day and to God's handiwork in the created order, but we love in a particular way the children of our own land, the children of America, those who whether of native-born or foreign-born parents shall hold in their hands the destiny of our common country in the years that are to come. We are especially hopeful that whatever else may come to our nation, it shall never cease to be to the children of each succeeding generation, a land of opportunity, a land of high ideals, a land of righteous peace and of noble contentment. Great indeed is the privilege of the American child—the citizen of tomorrow.

"Have you ever given a moment to this great thought?" says one of our noblest promoters of child welfare. "The young people of America are the heirs to all the values of the ages, and what a marvellous heritage that is. They are of a certainty, too, the men and women of destiny. In their hands, in a short time, will be all the interests of life and those that concern eternity. Religion, system of government, the armies and navies of the world, that even now are shaking earth and sea and sky in the thunderous throwing of the 'grim dice of the iron game,' the ceaseless breathings of the mighty engines of our industries, the passing ships of commerce, swift almost as the lightning from shore to shore, the courts, the schools, the philosophies, the arts, literature, the knowledge of natural forces and the power of their application—all will be theirs. And they must be fitted for their mission. For this reason the citizens come and deliberate together; for this reason they pile the public gold whereby to raise the school walls; for this reason they call scholarly men and women to guide and rule; for this reason have the book presses been groaning in labor this many a year, and for this reason are eager searchers of enlightenment going down to the sea and into the earth and up in the sky seeking new truths to bring back for their betterment."

NATIONAL CONVENTION

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Book Reviews

CHILD LABOR AND THE CONSTITUTION, by Raymond G. Fuller. Published by Thomas Y. Crowell Company, New York. Price, $2.50

"What is child labor? Essentially it is the labor of children that deprives them of a fair start in life, in terms of health, play, education, and suitable work under home and school auspices or supervision, for there is a vast difference between *child labor* and *children's work*. Equally, child labor is the labor of children that deprives them of their rightful opportunities of living the life of childhood, fully, happily, in the only time of childhood. So we can say that taking children away from certain kinds of labor is at best only a partial solution of the problem, and that bringing to children the life they ought to have is at least a partial solution in itself. Not an unoccupied but a well occupied childhood is the aim of child labor reform; it is also a method, the method of overcoming evil with good."

This positive point of view, which persists throughout the book, makes it perhaps the most forward-looking contribution to the child labor problem which has yet appeared. There are seven chapters:

1. The Children of America, giving a brief résumé of the history of child labor reform movement
2. Rural Child Labor
3. Urban and Industrial Child Labor
4. Child Labor in the Schools
5. Laws and Legislative Standards
6. The Problem of Federal Action
7. International Legislation

The preventive and constructive measures which Mr. Fuller has outlined depend not only on state and federal legislation but on local community organization and action. It is not the responsibility of the few but of all.

REPORT OF THE CHILDREN'S BUREAU, Government Printing Office, Washington, D. C.

The Eleventh Annual Report of the Chief of the Children's Bureau for the year ending June 30, 1923, lists among other activities the work which the Bureau is doing through the recreation specialist recently added to the staff. A brief manual of games for organized play has been published and a handbook of games for the blind is under way.

"Recreation," says Miss Grace Abbot, Chief of the Bureau, "is of fundamental importance in a program for children whether considered from the standpoint of health, of education or of social adjustment. It is perhaps even less within the control of the individual parent than health or education, a plan of how the play needs of children can be adequately met remains to be worked out by most communities."

PHUNOLOGY, by E. O. Harbin. Cokesbury Press, Nashville, Tenn. Price, $1.25

This book, compiled by E. O. Harbin, Superintendent of Recreation and Culture of the Epworth League of the Methodist Episcopal Church, South, was published because of the recognized need for suitable material for church recreation programs. It offers, however, programs for the home and for community organizations of all kinds. One thousand games and entertainment plans are suggested and programs are offered for every month of the year.

WHAT IS PROFESSIONAL SOCIAL WORK? by L. A. Halbert. The Survey, 112 East Nineteenth Street, New York City, Distributor

This book grew out of studying the question as to who should be entitled to be members of the American Association of Social Workers. Mr. Halbert constructed the chart which is the basis of the book and presented it and explained it at a meeting of the Kansas City Chapter of the Association. So much interest was aroused and so many requests came for its publication that the study was elaborated and put into book form. So searching and scholarly is the matter that social workers in all departments have been interested and the book was reported at the National Conference of Social Workers as a "best seller" in its field.

The author defines social work as "the business of producing, changing or adjusting social organization and procedure in the interests of human welfare according to scientific standards. The elemental steps in the processes of modern science are the steps in case work, group work and organization work. In every case the process begins with investigation, proceeds to analysis and conclusions, crystallizes these conclusions in writing spreads the ideas, applies them to a concrete situation and tests the result." Mr. Halbert succeeds in showing the fundamental science in the approach of the social worker in diverse phases of social work and the essential unity within the profession. Not less encouraging is his summarizing chapter, "Social Work as a Movement," which, while not claiming results which time has not yet proved, still shows the trend of improvement due to social work activities. "These examples are encouraging but we have as yet only a hint of what results may flow from putting society on a scientific basis. There is no reason why we should believe that the results of social invention will be less sweeping than those of mechanical invention."

NEW YORK WALK BOOK. Published by the New York American Geographical Society, New York City. Price, $2.00

The sad fate of the New Yorker in living in the second largest city in the world has been greatly mitigated since the publication of this book which points the way to the most fascinating out-of-door beauty spots, some of which may be reached by less than an hour's travelling. Walking trips in Westchester County, the highlands of the Hudson and the Ramapo, northern and central New Jersey, Long Island and the Catskills are all outlined; detailed directions are given for reaching the districts described and for following the trails. In addition there are illuminating maps, lists of outing clubs in New York and of equipment necessary for the trail, directions regarding fire loss and other data which the hiker should have.

The New York Trail Book is the key to the treasure chest of happy, outdoor hours for the fortunate New Yorker!

SHEET METAL WORK. By Trew and Bird. Published by the Manual Arts Press, Peoria, Illinois. Price, $.85

Many interesting problems for the boy who enjoys working with his hands are presented in this publication. Directions and plans for making seed boxes, canteens, pails, scoops, window boxes, bread tins and a vast variety of practical articles are given in detail.

HOME HANDICRAFT FOR BOYS. By A. Neely Hall. Published by George H. Doran Company, New York

In this volume Mr. Hall has added another valuable book to his list of craftsmanship publications. All kinds of things for the home are described, from book-ends and bird-boxes to radio sets and toy motor trucks. There are over 400 photographs and working drawings accompanying the directions for construction.

THE BOOK OF SPORTS AND GAMES. Edited by Walter Camp, Thomas Y. Crowell Company, New York. $2.00

Walter Camp, the author of *The Daily Dozen* has turned his attention in his *Book of Sports and Games* to the need of outdoor exercise, and within the covers of a single book has given us a résumé of golf, football, baseball, basketball and tennis. He also discusses boating, camping, skating, swimming, quoits, soccer, hockey, polo, bowls and other sports and games. Plans showing layout of courts and photographs accompany the discussions.

Mr. Camp's counsel throughout is. "Take as much pleasure out of doors as possible; there is nothing that can compare with fresh air."

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FREE—Just off the press, a new revised edition of *The Victrola in Physical Education, Recreation and Play*, giving full particulars on the use of the Victrola in folk dancing, marching, drills, rhythms, games, etc. Ask your dealer for a copy or write direct to

Educational Department

Victor Talking Machine Company, Camden, New Jersey

Play Days Make Smiling Faces—Taken at Westchester County (New York) Play Day

The Playground

Vol. XVII, No. 12 MARCH, 1924

The World at Play

Making Night School Attractive.—The Continuation School of Port Chester, New York, which holds an assembly every Friday night, recently called upon the Recreation Commission to help arouse a greater enthusiasm in the school on the part of the students, most of whom are piece workers in factories.

The following plan was worked out: At the close of the assembly each section teacher—there are eleven sections, five of boys, six of girls—sends a representative from her room to the recreation director for whom a room has been set aside. Together the representatives and the director work out a special entertainment feature for the next assembly.

"Thus far," writes Miss Rieman, Recreation Director of the Commission, "we have presented six program numbers of varied types—*King and Queen of Kalamazoo; Outer Toonerville Grand Band* in costume; a Game Frolic; Animated Movies, Magic and Music and a Carol Procession with Nativity Pantomime. Sixty-two of the two hundred eighteen enrolled in the school have taken part. With few exceptions these are Italians, largely of non-English speaking parents. It is interesting to note the change in attitude on the part of the actors. Formerly reluctant to take part, terribly conscious of what the others might think of them and almost impossible to costume, now they are eager for their turn to come around."

Recreation for Shut-Ins.—The Recreation and Playground Association of Lancaster, Pennsylvania, has interested the Business and Professional Women's Clubs in the purchase of a Devry portable moving picture machine which is being used to give the shut-ins in institutions a program of moving pictures or music twice a month. The films used are secured largely from the non-theatrical field. A program is made up of one comedy and three reels of industrial, educational and scenic pictures.

The institutions served are the two hospitals, two Old Ladies' Homes, the Home for Friendless Children and the county jail. In one of the Old Ladies' Homes there was found that eight of the inmates between 80 and 90 years of age had never before seen moving pictures.

Welcoming Strangers. — The community house at Palo Alto, California, has a hospitality committee which arranges for the welcoming of new arrivals, the entertainment of strangers, and the planning of social affairs. An effort is being made to have someone representing the community come in touch with every stranger. An activity of this kind should go far to create the community spirit which spells neighborliness.

Utilizing Waste Space. — Lynn, Massachusetts, has a large railroad bridge. This means that there is space available under the arches. The Chamber of Commerce and Retail Merchants of the city took advantage of this space at Christmas time and a delightful playhouse for children was the result.

The space under one of the arches of the bridge was closed off with canvas and over the bright green arched doors at either end there were signs "Santa's Wonder Home." The interior was most effectively decorated. Long jagged icicles of beaver board from the ceiling and frosted walls made the place look like an ice palace in fairyland. All along the tunnel walls were gaily painted cutouts from beaver board of favorite story book characters—The Old Woman in the Shoe, Jack and the Beanstalk, Humpty Dumpty, Cinderella, the Pied Piper and a score of others. These were set up about six inches from the floor and out about a foot from the wall so that the children could actually touch their beloved friends as they shuffled along in the sawdust snow.

In an alcove corner behind a long counter sat a cordial Santa Claus who wrote all the "Wishes" in a great red book and delighted his

little friends with stories when he was not too busy. Two brownies were very busy making toys at a work-bench and when Santa was besieged with requests, they helped him. Two very real looking reindeers peered out of their stalls, and the sleigh with a huge buffalo robe with a harness nearby looked quite ready for action at a moment's notice.

It may be that your community has space of this kind which could be effectively utilized. It might serve in the summer as a workshop for industrial activities and constructive play, or a play center.

Recreation for Itinerant Workers.—Recreation for migratory workers is one of the problems with which many recreation groups on the western coast are confronted. During Christmas week, for the first time in the history of Seattle, an effort was made to offer the hospitality of the city to the men who were temporarily in Seattle. Community Service was asked to provide recreation and ten entertainments were arranged. Appeals to various dramatic and musical clubs received a hearty response. The talent secured for the entertainments was the best available in music, drama, stereopticon lectures, and in wrestling and tumbling. Entertainments were given daily, the programs beginning on Monday before Christmas and continuing through New Year's Day.

There was no suggestion of disorder during the entertainments. The finest testimonial of the success of the programs came from the policeman on the beat who said, "The arrests in the district were 50 per cent fewer than in past years and we attribute it to the form of hospitality provided the men."

State Armories as Recreation Centers.—In three of the cities of Michigan, the state armories are being used as centers for the Community Recreation. In Owosso the city raised a large part of the cost of the Armory to provide for a swimming pool, gymnasium facilities, a stage and smaller rooms for lunches or group meetings. The Recreation Organization receives a small annual state appropriation, and is responsible for the entire care and upkeep of the building.

At Bay City and Monroe, Community Service hires the Armory at a fixed monthly amount, which is made as reasonable as the local military authority can allow and still meet their overhead expenses. At Bay City community dances are conducted there twice a week. A grammar school basket ball league plays its games there as well as a business men's league. The Community Service office is also here.

At Monroe the Armory is being used for playground ball, fun nights and dramatics.

Really a Dividend.—The Franklin Cooperative Creamery Association of Minneapolis has decided to discontinue paying a dividend to its members, and to use the earnings for the purchase of a farm to be used immediately for recreation, but ultimately as the site for a college.

Realtors Help.—From the annual report, dated October 1st, 1923, of the Glendale, California, Community Service and Recreation Commission:

"Barnum-Walters Co., one of the big real estate sub-division companies sees the value of community activities in home building and has made a really substantial contribution to Glendale, in the form of a beautiful community house which is located in the heart of their new sub-division at Sparr Heights."

A Memorial Playground.—One of the many gifts of the late Manton B. Metcalf to the City of Orange, New Jersey, is a piece of property in a congested district of the city, adjoining a playground established by the City Commissioner two years ago. The ground has a frontage of 640 feet with a depth of 365 feet. It will be developed as a park and playground with all necessary equipment and landscaping features. To carry out Mr. Metcalf's wishes regarding the playground, an association composed of members of the Metcalf family has been organized, which will be known as the Manton B. Metcalf Memorial Association.

Making Boys' Dreams Come True.—What boy has not wanted to ride on a fire engine? General Smedley D. Butler, the newly appointed Director of Public Service in Philadelphia, is going to make this dream come true for the boys of this city. According to the January 4 issue of the New York *Tribune,* General Butler has announced that during Boys' Week, every boy who wants to may ride on a fire engine.

"All my life I had a desire to ride on a fire

engine," the general said. "I never realized that ambition, but I am going to. On a certain day during the week I am going to call off all fires and get out every piece of apparatus and give the boys a ride—and I will ride with them.

"And I will shoot marbles with any boy who fires a challenge at me, too."

From $5,000 to $20,000.—Last year Pasadena, California, reported an expenditure of $4,000 for its recreation. This year the city has appropriated $10,000 and the Board of Education an equal amount. How many cities can report an increase of 500 per cent in their appropriation?

Basket Ball Leagues Flourish in Shreveport.—Shreveport, Louisana, is exceedingly proud of its municipal basket ball league, organized and sponsored by Community Service. There are fifteen teams of men and four teams of women with others applying for admission. The teams play from three to four games each night in the Coliseum, the use of which has been given the Department of Recreation. The Coliseum, which represents a large investment, has previously been unused during the winter months. This year there is something going on every night. Volley ball has also become very popular.

Dates have been set aside in the schedule for the playing of all match games and also intercollegiate games between Centenary College and other institutions.

A Flourishing Toy Club.—Mr. A. N. Morris, Superintendent of Recreation, Sioux City, Iowa, organized a Christmas Toy Club which has been a great success and which has met with the enthusiastic support of the school principals. On December 28 it was found that 844 toys had been made—among them the following: Necktie racks, coat hangers, games, doll beds, revolving clowns, mounted animals on wheels and cigar box toys of various kinds.

Volley Ball Wins Popularity.—No single activity in the broad program promoted by the Community Service and Recreation Association of Monroe, Michigan, is more keenly enjoyed than volley ball. It is proving particularly popular with the girls and women of the community. A volley ball league for women and girls consisting of twelve teams with nine members each is functioning every week, three sets of games being played twice a week in the High School gymnasium. The League has its social side. A banquet arranged by the members of the League was held on December 20 with an attendance of 95 people—members of the teams, their sponsors and heads of the industrial companies which the teams represent. The banner was awarded to the champions and plans were outlined for the second schedule.

Square Dances Still Popular.—Business men of Fort Worth, Texas, are financing a monthly Square Dance held under the auspices of the Recreation Board. They are proving very popular.

A Junior Baseball Tournament.—A baseball tournament for boys under thirteen years of age was a very popular feature of the summer playground program in Cincinnati. The purpose was to determine the best boys' baseball team in Greater Cincinnati. All boys desiring to enter the tournament were permitted to form teams of not more than fifteen men. Schedule of games was published in the evening newspapers. Medals were awarded the individuals of the winning team.

Eight Basket Ball Courts in Action.—The Bureau of Recreation of the Department of Parks and Public Buildings of Buffalo is conducting in the city auditorium a most successful Basket Ball League. Eight courts have been laid out and sixteen teams compete at one time. The attendance at the games this year has been exceptionally large, surpassing that of any previous season.

Basket Ball for Girls.—At a meeting of Physical Directors in Southern States held under the auspices of the Tennessee Physical Education Society at the Peabody College for Teachers, Nashville, Tennessee, it was recommended that competent women be put in charge of women and girls in coaching and officiating, and that all high schools in their basket ball games have girls adopt the rules outlined by the Committee on Athletics for Women and Girls of the American Physical Education Association in No. 115 R. Spalding's Athletic Library.

A Significant Work for Women and Girls.—The Katrina Trask Alliance, Incorporated

of Saratoga Springs, New York, though only a little over a year old, is providing splendid opportunity for service and for the expression of the recreational and social interests of the girls and women of the community.

The house in which the activities center was given by George Foster Peabody in memory of his wife, Katrina Trask. Located on property running along one side of the city park, it makes an ideal center for recreational activities.

The outstanding feature of the organization, as described by Marjorie Knappen Waite, the Executive Secretary, is that there are no restrictions as to membership, and no qualifications are necessary, except interest in the activities. In the membership of some of the classes there are business women, professional women, women of leisure and domestics. There are classes in practical handiwork, such as dressmaking and millinery, china painting, basketry, and dancing. The organization has been the promoter of activities of general civic interest. For the benefit of Saratogans in general and of the merchants in particular, the Alliance had a fashion show last spring. It proved so popular and was so well attended that the merchants were encouraged to undertake an exhibition on a larger scale this fall.

The house is financed by members varying from $5.00 to $100 per annum. The privileges are all identical, so that the person paying $5.00 has the same advantages, so far as the house is concerned, as the person paying $100.

Stockton's Municipal Baths.—Last year the City of Stockton purchased the Stockton Mineral Baths, thereby securing one of the largest pools in the country. There are sufficient grounds around the baths for a combination park and playground. When completely developed, the baths will be one of the most popular recreation centers of the community.

Recreation in Traverse City.—Traverse City, Michigan, through its Community Recreation Association, has inaugurated a community-wide recreation program. Some excellent facilities, such as an athletic field, have been provided in connection with the new High School building. A golf course, tennis courts, a camp site for tourists, woods, lakes, a water front and other natural play spaces will give Traverse City an unusual opportunity for a broad program.

The Chamber of Commerce, local churches, lodges and other organizations are combining to make possible the work.

What One Small Community Is Doing.—Marysville, California, has a population of less than 6,000 people but it has a far-reaching program. A recreation commission of five members and a recreation association which will, if plans succeed, eventually have 1,500 members, are responsible for the development of the program. There is a recreation director whose salary is paid by the city and the School Board. The facilities include a year-round playground, one privately owned bathing beach and five unequipped city parks used for recreation purposes. Among the activities are summer swimming classes and a water carnival, a municipal Christmas tree, athletic leagues for school children, a boys' chorus of fifty, production of plays, community night for churches, recreation farm centers in the country, four storytelling centers in the parks during three months, folk dancing classes, basketry, weaving and art classes.

Plans for the future include the development in the churches of community centers to be conducted by the municipal authorities, the construction of an artificial lake, the development of an athletic field and a swimming tank, and the building of community tennis courts.

Waverly's Memorial Community House.—A Memorial Community House with grounds including a playground, tennis court and wading pool is the gift of Mrs. Henry Belin to the people of Waverly, Pennsylvania. The September-December 1923 issue of *The Community Center* describes the House as follows:

"In the basement of the House are bowling alleys, pool rooms, barber shop, men's lavatory and showers. On the first floor are the Post Office, canteen, reading room,sun parlor,lounge and the assembly hall seating about two hundred people. The assembly hall is used for moving pictures, dances, entertainments, athletic events and meetings of such organizations as the Scouts and the Grange. This floor also contains women's showers and a reception room which in the winter time is used as a kindergarten room. On the second floor is the public library with a radio set as one of its features and the private apartment of the residing executive secretaries."

A Board of Trustees, made up of the townspeople elected at an annual meeting, meet once a month with the executive secretaries who give reports of the House activities. Problems in connection with the work are brought before the Trustees, who decide all important questions. Six standing committees—social, civic, House, library, athletic and finance—made up of townspeople plan with the secretaries to help carry on the work.

No membership dues are required from those who enjoy the privileges of the House, although each has the opportunity of subscribing to a yearly maintenance fund. A part of the expenses are met through fees, hall rentals and receipts from the store sales.

The House supports a trained nurse who visits and cares for the sick and aged, and a kindergarten and playground on which are taught art, handwork, dramatics, sewing, basketry and basket ball practice.

Elcho's Community Building.—The Community House of Elcho, Wisconsin, said to be one of the most attractive in the State, occupies a space 100'x130'. From the large veranda a row of French doors open to the lounge, reception and cloak rooms. Large fireplaces piled with logs blaze a welcome to those who come. All of the equipment and facilities of a modern community building are to be found here from billiard rooms and bowling alleys to a gymnasium, smoking rooms and rooms for games and entertainments.

Playgrounds in Mexico City.—The public playgrounds presented to the City of Mexico by the American Colony as its gift on the occasion of the Centennial Celebration of 1921 have so impressed the local authorities that two more playgrounds have been laid out and completed.

South Orange, New Jersey, Adds to Its Play Space.—The village of South Orange, New Jersey, has acquired at an expenditure of practically $73,000 a tract of land which will be used for park and playground purposes. The property is ideally located, one part of it adjoining Cameron Field, the village playground. The combination of these properties will give South Orange a recreation center of which the village may well be proud.

A New Center For Colored Folks.—The City of Key West, Florida, is to have a center for its colored citizens, to be known as the Booker T. Washington Center and Park. A year-round recreation worker (whose salary has been guaranteed by a group of sixteen colored men and women) has been employed to take charge of the center.

Courses in Playground Work.—In cooperation with Community Service in Cincinnati, the University of Cincinnati is giving a course in practical and theoretical aspects of playground work, including the history and background of the recreation movement, the organization and administration of playgrounds and other subjects. A regular fee of $1.50 is charged for the course, which is given on Saturday afternoons during the last nine weeks of the second semester.

A Ki-Y Club.—The Amsterdam Kiwanis Club is conducting an unusually interesting program of activities for boys in its Ki-Y Club with a membership of sixty boys. The Boys' Work Secretary of the local Young Men's Christian Association is helping in the planning and carrying out of the program.

Each Ki-Y member is sponsored by a Kiwanian and four Kiwanis members are on hand at each meeting of the boys' club. And they are as enthusiastic as the boys!

A printed program of activities planned three months in advance is placed in the hands of each boy. Thirty-two points are given him if he participates in all the activities of each meeting. To keep membership in the Club a boy must secure 100 points each month.

A typical week's program follows:

	Points Allowed
Attendance	1
Social Games	1
Health Habits	10
Games, Baseball	5
Athletics, Potato Race	5
Aquatics, 25-yard Swim	5
Citizenship	5
Refreshments.	
	32

Training is given the boys in citizenship, in hygiene and first aid, and in thrift. The program is well-rounded and gives every boy a chance for physical and social development.

Making Merry on Hallowe'en.—King Tut with his chariots, his slaves and his dancing girls was the most original and amusing feature of the combination Mardi Gras and Masque with which Monroe, Michigan, celebrated its first community Hallowe'en. That the drivers of the two-wheeled chariots, struggling to keep their seats, and their attendants were all employees of the Weiss Manufacturing Company, and hard to identify in their new roles, only added to the interest. Other industries, clubs and fraternal organizations had floats with artistic or fantastic decorations, while the youth of the town strove for the various prizes for the most original or funniest make-up. The procession ended in the business square of the town, where the Queen of the Carnival, chosen in a voting contest, was crowned with appropriate ceremonies, and where the school children held a street carnival with side-show attractions. The city closed the main square of the town to all traffic, the local state militia company supplied the tents for the side shows, the band gave its services, merchants donated prizes, and it is believed every family in the city had part in the occasion.

At River Rouge the celebration was designed to reach the younger children. The parade with a tin pan band and with several hundred youngsters in false face and as ridiculous costume as attic or old clothes bag allowed, took place before dusk and ended at the city park. There the Boy Scout Troop prepared a dozen or so camp fires at which frankfurters were roasted and picnic fare enjoyed.

A mammoth bonfire with red fire and torches was the high point of the Hallowe'en celebration at Albion and drew most of the population of the town to Victory Park as the parade arrived there. The band contributed its services, a witches' caldron with appropriate ghostly attendants formed the scene on one of the floats, a prominent automobile merchant went back to his boyhood days and drove a much decorated hay wagon, while the children of the town turned out in costume for the jolly celebration.

In each town the city officials and merchants commented on the absence of the usual Hallowe'en disorder and were enthusiastic over the community observance.

A Proper Ending!—The Parent-Teachers Associations in some of the schools at Kalamazoo always end their sessions with an hour of social games in the school gymnasiums. They have a large attendance of men, and the officers are enthusiastic about the interest and spirit these game hours are arousing.

Recreation on a Large Scale.—The Industrial Mutual Association at Flint has 10,500 members in its recreation department. The Association has a long lease on the five upper floors of a new bank building, and its facilities include a large gymnasium and running track, also used for dances, a smaller room for boxing, sixteen bowling alleys, twenty pool and billiard tables, a large lounge and reading room, small rooms for the women members, and a dining room with an outside balcony. The fittings would do credit to a metropolitan club. Dances, athletic events, Sunday afternoon concerts and special attractions make a full program, and the facilities of the club are used to capacity.

A Golden Jubilee.—With a program of monthly events in which recreation occupies an important place, Pasadena, California, announces its Fiftieth Anniversary in 1924. Music and drama, art, pageantry, special day celebrations, social recreation, hiking, sports and all forms of leisure time activities except winter sports are featured in the calendar of events. "If all this intrigues you," runs the invitation, "pay us a visit in our Jubilee Year, 1924."

Singing in the Army.—Soldiers in 106 army camps throughout the country are to have the opportunity of singing the old familiar songs when the *Sing Them Again* series of song novelty pictures are shown at the various cantonments. The Government found singing of very great value during the war, and the revival of the old songs will, it is believed, stimulate the morale of troops in the camps.

Saturday Movies.—Jamestown, New York, has been added to the list of cities giving Saturday morning moving pictures for children. The activity, according to *Film Progress* for January, is sponsored by the Recreation Commission which each week distributes from 100 to 200 free tickets to children who might

otherwise not have the opportunity of seeing the films. The programs are made up of news, comic and feature pictures with one special educational film. The best pictures available are secured, the films being chosen by a committee selected from the Recreation Commission, the mothers' clubs and other local groups.

Books for Boys.—The Rotary Club of North Carolina, according to the North Carolina Community Program of January 20, 1924, has issued a list of books for boys of various ages. The committee in charge of the selection of books is made up largely of educators, librarians and business men. Among others serving on the committee were Dr. Myron T. Scudder of the Scudder School, James Roe, writer on current events, and John Martin, editor of *John Martin's Book*.

Denver's Community Players.—A little over a year ago the Community Players of Denver started their career with members ranging from twelve to eighty-four years of age. At the end of the first season there were 155 members. The Community Players welcome all who are interested in their activities, The fee for active membership is $1.50, for sustaining $25, while patrons—for the most part community organizations—pay $100. Last year among the plays produced were: *A Dinner with Complications, Joint Owners in Spain, The Littlest Girl, Manner and Modes* and *The Maker of Dreams.* Programs were put on by the Players for the Adult Blind Association, the Women's Club, a number of schools, the Orphans' Home, the hospital, the Social Welfare Association and other groups. In these eighteen outside programs 300 players were used in the casts and 15,000 people saw the performances.

The public schools have co-operated by giving the Players posters prepared by pupils in the Art Department and by furnishing student orchestras. Among the new activities for the second year are a playwriting class, prizes offered for the best play, and a drama study class.

Art Interests Thrive in Augusta.—Community Service of Augusta and Richmond County, Georgia, has a group of enthusiastic authors of stories, plays and verse who meet regularly to discuss writing. This group, which numbers about twelve, is the outgrowth of a committee in the Community Players called the Playwriting Committee. Several of the members have recently published plays and others have published verse and stories to their credit.

Augusta also has a permanent community orchestra which will give a series of Sunday afternoon concerts during February and March. The orchestra is made up of professional and amateur musicians. A number of local leaders have offered their services as directors.

A Musical City.—Ottumwa, Iowa, a community of less than 25,000 people, conducts an unusually broad and ambitious musical program. The Ottumwa Music Club, of which Mrs. Frank P. Hofmann is President, sponsors an artists' course of three numbers, has two study groups in music appreciation, gives a series of three vespers during the year in churches in different parts of the city, and holds regular monthly programs, half of which are recitals by club members, half by outside talent from other cities. In addition, the Club sponsors a Junior Music Club and several juvenile clubs. At Christmas it gave a program of music at the tuberculosis sanitarium. For three years music memory contests have been held, the Music Club giving a prize of $10 to the winning school to be used in buying new records. The Club is now making plans for the organization of the community for National Music Week.

The Ottumwa Oratorical Society presents two programs a year. Last year the *Messiah, Elijah* and Henry Hadley's *Resurgam* were given.

Another interesting musical activity is the 113th Cavalry Band, supported partly by the military authorities and partly by municipal tax. The band, which consists of from forty to fifty pieces, plays a weekly program in the city park from May until October.

In the schools are glee clubs for boys and girls, an orchestra and a band. Last year *Hiawatha* was presented by the grade pupils and *Chimes of Normandy* by the High School pupils. At Christmas from 10 to 1,200 grade pupils sing Christmas carols in the High School auditorium. Last year, in addition to this feature, the High School students gave a carol program in conjunction with the Art Department, which supplied very beautiful and artistic tableaux.

A Juvenile Symphony Orchestra.—The Fort Worth, Texas, Public Recreation Board is promoting a Juvenile Symphony Orchestra open to all young people under twenty who are studying with music teachers in the city. The permission of these teachers is necessary before the children can be admitted to the weekly rehearsals. The orchestra will make its first public appearance at a music festival to be held the first week in May.

A Health Pageant.—Under the auspices of Boston Community Service a noteworthy pageant was produced in connection with the Boston Health Show. The scenario, written by Elizabeth Higgins Sullivan, was arranged in three divisions—the first portrayed the dawn of medicine ending with Pasteur; the second pictured the more important episodes in New England history as they affected public health —Zabdiel Boynton inoculating for smallpox; Linda Richards, the first graduate nurse; the first municipal water supply in Boston, and similar episodes. The third stage brought the action down to the present day in public health education.

There were approximately 350 people in the cast, representing Girl Scouts, Camp Fire Girls, Boy Scouts, dramatic clubs, churches, welfare organizations, public schools and similar groups. The beauty of the lines, the music and the costuming combined to make the pageant an unusually striking one.

One Way to Make Money.—Kennett Square, one of the small communities of Chester County, Pennsylvania, served by the County Recreation Director, Miss Mathilde Christman, for three years conducted a summer playground supported by a small group of interested citizens. At the end of the three years this committee, feeling that the whole community should assume responsibility for the support of the work, called in the County Recreation Director. It was decided to try to raise money through a Home Talent Circus.

The Circus has been held for two years and has come to be accepted as an annual event. Every one helps and great excitement prevails in the borough for the two nights of the Circus. There are side shows, animals, bareback riders, clowns and venders calling their wares. Between $400 and $500 is raised each year—enough to pay the expenses of the summer playground.

A News Bulletin.—A new activity of the Harmon Foundation, with headquarters at 140 Nassau Street, New York City, is the publication of a news bulletin telling of the work of the Foundation in its Student Loan Division and in the Division of Playgrounds. In the bulletin the plan of the Foundation in helping communities secure land for playgrounds is outlined, as well as its activities for students, and there are interesting facts presented on the projects of the Foundation.

The Gymnasium Director's Pocketbook.—The Narragansett Machine Company of Providence, Rhode Island, announces the publication of its 1924 *Gymnasium Director's Pocketbook.* Within the covers of this small book are to be found a great variety of valuable information from first aid remedies to a bibliography of physical training and recreation books.

The Child Health Magazine.—The American Child Health Association announces that with the January number, *Mother and Child,* the official publication of the Association makes its appearance in a new form and under a new name—*The Child Health Magazine.* With its pages doubled in size and with increased illustrations, it is hoped that the magazine will have a greatly enlarged field of service.

Getting the Press Back of the Playground.—During the playground season of 1923, the Lynn *Item,* one of the popular dailies of Lynn, Massachusetts, employed a special playground reporter who visited each playground daily and became thoroughly familiar with every playground activity, with the staff, and with children attending the playgrounds. The reporter was invited to be present at all staff meetings and from her observation of the work she was often able to make valuable suggestions.

The *Item* carried a daily playground column headed with attractive stencils of children. A cartoonist on the paper became so interested that once a week he ran a cartoon showing playground activities.

The Rutland, Vermont, *Herald* also had a special reporter who visited playgrounds daily and wrote special playground stories.

The Local Press Co-operates.—Through the co-operation of the local press the superintendent of recreation in Plainfield, New Jersey, is

given space in the sport page to present the week's athletic program. Increasingly recreation departments are finding the co-operation of local newspapers of great value to them in their work.

A City of Out-of-Door Sports.—The La Crosse, Wisconsin, Outdoor Sports Association—for health, strength and joy—is the outgrowth of a very successful indoor carnival held in 1922. Adults belonging to the Association pay a membership fee of one dollar, children fifty cents. The Association encourages all kinds of outdoor sports. It conducts horseshoe and indoor baseball leagues and is responsible for a large skating rink, toward the expenses of which the city this year appropriated $600. The Association has stood back of a public bathing beach plan and has also sponsored the Curling Club. This club, which is made up largely of business and professional men—there are about 350 members—has created much enthusiasm. It maintains a club house on land donated by the button factory. Membership dues in the Curling Club are one dollar a year and a charge of ten cents an hour is made. The La Crosse bowlers with mixed membership represent another popular activity.

The splendid spirit of co-operation which exists in the city has made possible a broad recreation program. The development of a skating rink at the Hogan Field is an example of this. The city banked the large school playground at an expense of about $1,500. The Parent-Teacher Association provided a warming house at a cost of approximately $278, the men of the Association donating two and one-half days of service each. A few of the men who could not take the time to give volunteer labor sent contributions. The stove was donated. One man called up and said he heard they were going to build a warming house for the neighborhood rink and he would like to donate the glass for the windows. The city furnishes the coal, the Board of Education the light. The children collected $134 for a toboggan and the Board of Education added $25 to the amount. The Parent-Teacher Association is making plans to beautify the ground by inclosing it with a hedge.

Winter Sports.—The weather-man relented long enough to allow Buffalo to hold its first Winter Carnival on January 20, and a dozen events were run off under the direction of J. F. Suttner, Director of Recreation. The following were the events:

1. 220-yard Dash, Boys 4 feet 10 inches and under (measurements taken with skates on)
2. 220-yard Dash, Girls 5 feet 2 inches and under (measurements taken with skates on)
3. 100-yard Dash for Boys under sixteen years
4. 440-yard Dash for Girls under sixteen years
5. 440-yard Novice Men (open to all skaters who did not win a prize at Delaware, Humboldt or Cazenovia last winter)
6. 440-yard Open to Men
7. Half-Mile Open to Women
8. Half-Mile City Championship for Men
9. One-Quarter Mile City Championship for Women
10. Quarter-Mile Team Race (Lady and Gentleman constituting team)
11. One Mile Relay (each man to skate 440 yards)
12. Fancy and Figure Skating for men and women (each contestant to skate two minutes)

Ten thousand fans braved the zero weather to watch the International Ski Tournament at Gary, Illinois.

The four-day Winter Carnival held at Manchester, New Hampshire, lived up to all expectations and will be written down in Manchester history as one of the biggest civic successes of the period. All the usual events known to carnival lore were scheduled and many new ones in addition. The parade of *Horribles* followed by a colorful Mardi Gras will stand out as one of the most spectacular events of the program. Fifteen hundred people in costumes of all conceivable kinds took part in the parade and twenty-five hundred people participated in the Mardi Gras. The climax of the Carnival came on the final day, with a three-mile parade in which local groups and business organizations had entries, and which was headed by Governor Brown, the Mayor and the Adjutant-General. A display

of fireworks and a mammoth bonfire were the final events of this remarkable program.

Boosting Winter Sports through the Libraries.—The Manchester, New Hampshire, Public Library is doing its share in the promotion of winter sports by having a special case devoted to books on outdoor winter sports and several attractive posters calling attention to the books. In the Carnival Parade the Library had a float showing a set of winters sports books about nine feet high and made of cambric over wooden frames, the decorations and colors duplicating the book represented.

Winter Sports.—Beverly, Massachusetts, is very proud of its well-built toboggan slide, costing, in actual dollars and cents, $155. The slide, which is built on the hillside adjoining the High School Athletic Field, was constructed by the boys in the Continuation School. The labor of clearing, digging and path making was contributed by the Commission of Public Works. The slide is lighted at cost by the Electric and Gas Works. It is built at an angle of 33.2 degrees and the length of the wooden runway is 258 feet.

Fifteen toboggans have been donated by a number of local organizations to the Beverly Winter Sports Club, which will loan the toboggans free of charge to children and adults who do not own toboggans.

The Beverly Winter Sports Club was organized by the Chamber of Commerce to promote and foster winter sports until such time as the city can take over the supervision of winter recreation. The city has contributed $750 to the Club for the building of skating rinks not only on the Athletic Field but in all sections of the community. In addition to the special appropriation, the Commission of Public Works has furnished extra labor and is co-operating with the Club. Buttons are being sold at $1 each to defray extra expenses, although all members of the community, whether members of the Club or not, may take part in the winter recreation.

At the opening night all who are interested in the slide are invited to come try it out and get better acquainted over "hot dogs" and coffee.

Streets for Play.—"The rights of children," says *The Tribune* of Anderson, South Carolina, "were officially recognized by the City Council at its regular meeting last night, when, at the request of Anderson Community Service, arrangements were made to reserve portions of certain streets for the children to roller skate on during certain hours and to bar all traffic therefrom at that time."

Recreation and Parent-Teacher Association.—The January *New York Parent-Teacher Bulletin,* published by the New York State Congress of Mothers and Parent-Teacher Association, has issued the following statement of its recreation program for the year:

"As we enter upon a new year of service, our State Board of Parent-Teacher Associations is planning to stress the recreational activities. Recreation means re-birth for better service; the toning up of wearied minds and bodies; the rejuvenation of the older ones; and the building of character for the young. It is to mental life what the sun's rays are to physical. Some one has said that what we earn when we work we put in our pocketbooks and what we spend when we play we put in our characters. If that be true, then we, parent-teachers, know that what we play, when we play, and how we play, are matters of great moment.

"With that thought in mind, we will consider each month some phase of recreation in order that we and our children may be better fitted to fill our places in the complex life about us. We will discuss our playgrounds; our winter neighborhood group activities; needs of small towns; commercial recreation; and other community problems. This year we ask you to think *play* in each of your groups.

"(Signed)

"Lucia Lawrence Knowles."

A Word to the Wise?—A contributor to the Playground and Recreation Association of America writes:

"At the corner of the street where a large and well maintained playground is, the children rush from the playground to the streets, and when an automobile is coming stand in front of it sticking out their tongues. Lately, when we were driving through a street where the children had good front yards, a boy of twelve ran out of his yard and began skipping rope just in front of our automobile as a 'dare.' If we had not had good brakes and if we had not been going at a very low rate of speed, there would have been an accident."

Ought the directors of our playgrounds to talk definitely with the children on the playgrounds about the number of automobile accidents and the necessity for considering safety first? Automobile owners are concerned in securing places for the children to play away from the public streets. Ought we not to do all in our power to see that, when playgrounds have been provided, the children do make all proper use of the playgrounds and do not take unnecessary risks from automobiles? The baiting of automobiles is a dangerous game. You lose but once.

Crime and the Army.—In refuting the contention that the present increase in crime is due to army training, an article in the *American Legion Weekly* contains the following statement:

"The very best information on this subject comes from the surety companies themselves. William B. Joyce, chairman of the National Surety Company, puts our present day criminals almost entirely out of the range of army life. He does not do this for the purpose of diverting unthinking folks from discussing crime and army life as if they were synonymous. Indeed, he did not have the doughboy in mind, or even seem to feel that the ex-soldier needed any protection against crime charges when he took present-day crime apart and analyzed it.

" 'I dare say,' he said, 'that ninety per cent of the violent crimes of the country are committed by first and second offenders, mostly young men ranging from seventeen to twenty-two.

"There you are! It's a matter of plain arithmetic. The youngest of our present-day criminals were boys in knee-breeches, scampering around in the Armistice Day crowds in 1918, twelve-year-olds, and no more. The oldest of them, when the war ended, were still of high school age; seventeen, at the most. The criminals of today, who amaze and shock the land with violent deeds, were mere boys, too young for the army, on the day that the war came to an end.

"This is one of the most amazing facts that you come across in studying crime conditions in America today.

"The war may have produced crime, but the American army did not. It was the American boy on the sidewalks from eleven to sixteen years of age cheering as the soldiers marched away who got the brunt of the war, so far as crime is concerned; not the older fellow, who was tramping along in the middle of the street."

—From the *American Legion Weekly*, November 30, 1923

An Official Storyteller.—Following recent action on the part of the Government, Germany now has an official storyteller in Fraulein Lisa Tetzner, a former school teacher. As did the bards and ballad singers of old, Fraulein Tetzner wanders from place to place in the industrial areas entertaining the children with tales of her own making and with stories from the treasury of German folk-lore. A majority of the boys in the mines, Fraulein Tetzner reports, are partial to *Gulliver's Travels* and *Puss in the Boots,* while the factory girls are inclined to prefer *Cinderella, Little Red Riding Hood* and similar stories.

The Rhineland children have been found to have the most romantic imaginations of all the children of Germany. Most of them are familiar with *Grimm's Fairy Tales* and with the legends of the Rhine country which have been handed down for generations.

The German Government has inaugurated this activity in the belief that it will help make normal the lives of the children who begin at at early age to work in the mines and factories and in whose lives there is little of romance or beauty.

Miss Their Playground.—Mrs. Charles Denison, Denver, Colorado, writes:

"I was interested to learn through my daughter, who has been spending some months in Geneva, Switzerland, that, though it has many and beautiful parks, there is not a single playground in the city, which her three children greatly deplored."

The American Physical Education Association to Meet in April.—The American Physical Education Association will hold its annual meeting at Kansas City, April 23-26, 1924. The program will include addresses by Carl Schrader, President of the Association; Dr. Jesse F. Williams, Dr. Henry S. Curtis, Dr. Raymond G. Schwegler and other well-known speakers. There will be interesting discussions at the meetings of the following sections: Young Men's Christian Association; Public Schools; Men's College Directors; Women's College

Directors; Therapeutic; American Gymnastic Union and Industrial. The Committee on Athletics for Girls and Women will continue the discussions which aroused so much interest at the Springfield Conference.

In addition to the general addresses and section meetings, there will be demonstrations in gymnastic and swimming and minor and major league athletic meets.

Improving New York.—Thomas Adams, General Director of Plans and Surveys of the Committee on Plan of New York and Its Environs, gave a most interesting and instructive address at the Cosmopolitan Club, New York City, December 10th, under the auspices of the Municipal Art Society. In discussing the various problems entering into the making of a plan for the greater metropolitan area, Mr. Adams mentioned as a consideration of prime importance, the necessity for greatly increasing the facilities and space for playground and recreation purposes as essential to the proper development of the child life and of a stronger, finer citizenship.

The plan upon which Mr. Adams and his assistants are engaged will include 200 incorporated and 200 unincorporated communities, 1,800 miles of railway and 1,800 miles of water front. From this may be inferred what a great problem is the scientific and artistic planning of an area so great as this for the service of a population of 9,000,000, at the present time, which is increasing so rapidly that it is estimated there will be a population of 18,000,000 in this area within thirty years.

Church Recreation

The Epworth League of the Methodist Episcopal Church, South, has had an interesting experience in developing recreation programs and leadership. The methods used are described by E. O. Harbin, Superintendent of Recreation and Culture.

"The first need that seemed to face us was that of suitable material for church recreation programs. In endeavoring to meet this need we issued *Phunology*. We also endeavored to call the attention of our young people to the best source material.

"There was a vital need also for a trained leadership to take care of the recreation program in the various churches and communities. In endeavoring to meet this need we have developed a course in recreational leadership for use in our summer Assemblies and Institutes. At Fort Worth last spring we experimented with a Play Institute idea with very gratifying results. In this Institute the workers met together for five evenings during the week. The course included two classes each night in Play Theory and Practise with a forty-five minutes play demonstration period between classes. We endeavor to do three things in Institute work. The first is to convince those taking the course of the importance and value of an adequate play program. The second, is to give them an insight into the play motives and leadership principles upon which their program must be grounded. The third, is to show them in a practical way how to take care of such a program in the Church. A typical outline of topics used in our class work follows:

1. Why the Church must put on a play program
2. Play motives and how to satisfy them
3. The rhythmic instinct and what the Church can do to satisfy it
4. Types the recreational leader has to handle
5. How to teach games
6. A graded recreation program for the local Church
7. The use of dramatics in the Church
8. Making a good social (A discussion of all the elements that enter into the making of a good social)
9. The social. Its purpose, place, frequency, finance, attendance and advertising
10. Problems of the recreational leader

"Other subjects that are often substituted for some of those mentioned are as follows:

1. What is play and why do we play?
2. Play and growth—physical, mental and moral
3. Qualities of a good recreation leader
4. Pray progression.

"This summer at Lake Junaluska in our general Epworth League Assembly, in addition to a course in Recreation Leadership, we had a very splendid course running through ten days on The Use of Dramatics. This was taught by an expert in that particular field."

A Retrospect

By

James M. Beck

Solicitor General of the United States

One thing is clear—that nothing can stop the influence of a mechanical age in lessening the hours of labor, and if there is to be any salvation for human society, it must lie in the better utilization by man of his lengthening hours of leisure. That he may wisely use these, it is necessary that he should be given a truer sense of the values of human life, and this should be the mission of the great institutions which mold human thought, like the church, the school, the press, the theatre.

"Let us recall as best we can the 25th day of April, 1899, when this society was born. It was a very different world then from that in which we are now living. The space-annihilating telephone was but beginning to extend its vast antennae throughout the land, and the motor car, which has had so fateful effect upon human life and character, was still the plaything of a few. The marvels of the radio were undreamed-of possibilities. The possibility of an airplane was regarded as much a myth as the flight of Icarus through the skies. No one then dreamed that we would gather out of the skies a mixed jargon of human song and speech, and no one ever dreamed of the final blasphemy of streaking with dirty smoke the azure of God's heaven in order to advertise a cigarette.

War Killed Optimism

"Has man made any true progress in this last quarter of a century? Before the World War he who asked such a question would have raised a doubt as to his sanity, and yet the very word 'progress' was almost unknown prior to the Nineteenth Century, the word 'civilization' is purely its creation, and thoughtful men would differ widely as to its true definition. Prior to the World War, the dominant note of human thought was one of unbounded optimism, but when the whole top of the world blew off in 1914 and man pulled himself out of the most gigantic wreckage in the world's history, thoughtful men of our time first began to wonder whether progress could be measured in terms of thermodynamics.

"Nor can the progress of mankind be measured merely by the greater diffusion of human comforts and the accretion of material wealth. Was it not very well said by old Doctor Goldsmith:

" 'Ill fares the land, to hastening ills a prey,
Where wealth accumulates, and men decay.'

"The only test of progress or retrogression is the growth or decay of the average man. He is no wiser if he can talk by the radio a thousand miles instead of a hundred feet unless he has something to say by the radio or the telephone which is better worth saying. Science has given us sound amplifiers, but unfortunately they cannot amplify thought. Better a Hamlet printed on a hand press than some banalities of today upon a rotary. Nor does man progress when he travels four miles a minute through the skies, and thus outflies the eagle, unless he travels to better purpose than did our forbears, when it required at least two days to journey from New York to Philadelphia.

"But how can the growth or deterioration, as the case may be, of the average man be determined? One criterion, it seems to me, is the change for better or worse of the great primitive institutions of man, like the church, the school, the theatre, and, since Gutenberg, the press. Of these, the most significant, possibly, is the press, for it can be truly said of the newspaper, as Shakespeare said of the theatre, the newspaper of his day:

" 'They are the abstract and brief chronicles of the time; after your death you were better to have a bad epitaph than their ill report while you live.'

Press Mankind's Mirror

"The press seems to be the mirror in which mankind can view itself in order to determine its own moral growth. Believing this, it occurred to me to compare a newspaper of twenty-five years ago with the same newspaper of today, and, in

*Address before the Pennsylvania Society, December 15, 1923.

order to make the comparison a fair one, I selected that newspaper which, by common consent, is not surpassed, and possibly not equaled, by any other American newspaper. I refer to *The New York Times*. I do not affirm that it is the best paper in America, for the fate of Paris warns me not to make the hazardous attempt to award the apple between such capricious and jealous goddesses as are the owners and editors of newspapers. I content myself with saying that there is none better for the purpose of the comparison that I have in mind.

"I made an examination of *The New York Times* for April 26, 1898, and then compared it with its issue for December 4, 1923, and the comparison was most suggestive to me in indicating the comparative tendencies of the times. The earlier issue was fortunate in dealing with great events. On the day the society was organized Congress recognized a state of war between Spain and the United States.

The Times in 1898

"Little we then recognized that the swift events of the succeeding three months would mean the last breath of what had once been the greatest colonial world empire and the beginning of a new republican world power, upon whose flag, flying as an emblem of dominion from the coast of Maine to the Philippine Islands, at the very gates of China, the sun never sets. On that day John Sherman resigned as Secretary of State, and it was announced in Washington that a comparatively unknown young man who was then the Assistant Secretary of the Navy would transfer his amazing energies from one arm of the service to the other by enlisting a 'cowboy regiment,' as it was then called, for service in Cuba. How little one then realized the brilliant future of that great and heroic personality! At the theatres Richard Mansfield was playing 'The First Violin,' Sol Smith Russell was giving 'A Bachelor's Romance,' and 'Carmen' was being played at the opera. There were then no vaudeville theatres or moving picture shows. It may interest some of my audience whose habitat is Wall Street, to add that all of us with a little capital could have become millionaires, for on that day Atchison was selling at $10 a share, General Electric at $30, Southern Pacific at $12 and Union Pacific at $18 a share.

"The earlier issue of *The Times* contained 12 pages and 84 columns; the later issue 40 pages and 320 columns. *The Times* has thus quadrupled in size, and if the quantitative ideal which now governs civilization is the true test, the present-day *Times* is a greater newspaper. This possible satisfaction is somewhat lessened when I state that while the earlier issue contained 15 columns of advertisements, or approximately one-sixth of the newspaper, the later issue contained 202 columns of advertisements, or two-thirds of the issue. The day of the full-page department store advertising had not begun in 1898, and it may well be questioned whether the immense dominance of a few full-page advertisements has added anything either to the dignity or independence of journalism.

Nearly Half Politics

"Of the 84 columns of the earlier issue there were 32 columns, a little less than one-half, which were given to national and international politics. In the later issue these great topics are only given 18 columns, or about one-twentieth of the newspaper. Exclusive of advertisements, the earlier issue gave about 70 columns of reading matter, and the topics selected ran in a much narrower channel than the later issue—

5 columns of editorials
1 column of shipping news
2 columns of dramatic and musical reviews
13 columns of financial news
2 columns of real estate news
4 columns of legal news

"These comprised the chief topics. Two subjects were conspicuous by their almost complete absence: the one was humor, the other was sports. One-half column was given to poetry and jokes, and one and one-half columns to sports. This allotment to athletics has grown tenfold to thirteen columns in the present-day *Times*. Then, as now, *The Times* refused to lower the tone of journalism by a page of so-called 'comics.' Possibly nothing better illustrates the degeneracy of taste than the fact that a quarter of a century ago men still enjoyed 'Sir John Falstaff.' Today it is 'Andy Gump.' The two Dromios of the 'Comedy of Errors' are now almost forgotten, but each day we have the monotonous banalities of 'Mutt and Jeff.'

"The increased dominance of athletic sports in our day is a social phenomenon to which too little attention has been paid. It is not without some justification, for as a mechanical civilization has so largely eliminated real physical labor from life there is an instinctive demand of man to prevent physical decay by finding some outlet for his physical powers.

Change in Sense of Values

"Nevertheless, its dominating interest in our day has become a serious problem, for it indicates that the real change in the average man is in his sense of values. Today, we have lost a true sense of values, and such loss has been in the past the significant sign of the decay of a civilization. If Dempsey and Firpo had fought twenty-five years ago, the newspapers on the morning after the fight might have given a column to it, but today the modern newspaper will give whole pages to a wholly unimportant and rather brutal contest for weeks and months before the event, and for weeks thereafter. Where a few hundred people would have witnessed the prize fight, for such it was, a quarter of a century ago, a hundred thousand will today journey from the four ends of the earth to see Dempsey and Firpo punch each other for a few fleeting moments. What is more significant, thousands of women are now spectators, even as Roman matrons 2,000 years ago turned down their thumbs upon the gladiators of the Coliseum, who were 'butchered to make a Roman holiday.' *Panem et circenses*—bread and the circus—was the prelude to the fall of the Roman Empire.

"The value of athletic sports to those who actually participate in them can not be denied, but those who are merely spectators gain nothing but amusement. In the greatest age of Greece, the Academy, where men communed upon the 'true, the beautiful, and the good,' and the palaestrum, where the youth of Athens wrestled and developed their physical power, were one institution. If the Athenian youth loved to wrestle, he also loved his Homer. The Homer that the youth of today best loves is the kind that 'Babe' Ruth contributes to the delight of an hysterical multitude. The chief amusement of today is the vaudeville show or a moving picture spectacle. The one saves concentrating of thought on any one subject for three hours, the other gives the maximum of emotional impression with the minimum of thought. The Athenian had the true sense of *mens sana in corpore sano;* but the later degeneracy of Athens and centuries later the decay of Rome was measured by the love of the hippodrome, where only a few contended and tens of thousands merely gratified the primitive lust for brutality as spectators.

Age of the Hippodrome

"The press of today indubitably shows that we are in the age of the hippodrome, that even in our colleges where the well-born youth of our country should be trained to defend in these critical days our institutions the class-room has been largely superseded by the stadium.

"Our institutions must depend, in the last analysis, upon an intelligent and militant public opinion. That venerable parchment at Washington, upon which the Constitution of the United States was written, has no inherent vigor to perpetuate itself. It was brought into existence by a people who took a most active and intelligent interest in public affairs and who had that genius for self-restraint without which the Constitution could never have been formulated or administered. I said recently in a newspaper article that while it was miraculous that one man could have written the plays of Shakespeare, it was as great a miracle that there had been a sufficiently receptive public in the 'specious days of Queen Elizabeth' to assimilate them.

People Must Be Receptive

"A receptive people was quite as necessary to this noble monument to human wisdom as an inspired poet, for the prosperity of truth as well as of a jest 'lies in the ear of him who hears it.' However wise our Constitution may be, our form of government cannot continue unless there is a people sufficiently receptive to make it workable; and if that people have lost interest in public affairs and are only concerned with the hippodrome or the moving picture theatre, then sooner or later our Government, like a stricken oak in the forest, will fall—and great would be the fall thereof.

"Two years before this earlier issue of *The Times,* there was a great electoral contest in this country. It was the McKinley-Bryan campaign. The issue was a simple one: Should the United States repudiate, in part, its own obligations and enable individual debtors, in part, to repudiate theirs by making a 50-cent silver dollar the equivalent of a 100-cent gold dollar by legislative fiat? The campaign of 1896 was a simple illustration and vindication of the ability of the American people to govern themselves wisely. They knew little of political economy, but they took a profound and militant interest in the right or wrong of the question. From June, 1896, when the candidates were nominated and the platforms adopted, until the election there was conducted throughout the country an amazing campaign of education. Millions of dollars were spent and hundreds of thousands of men marched weekly, and

in some places nightly, in defense of the party whose principles they accepted.

Lack Interest in Public Affairs

"No such campaign is possible today, for the people are not interested in public affairs as they once were. Where they gladly listened to tens of thousands of speakers in 1896, today there are not ten men in this country who, by the magic of their names, could fill a single hall to discuss public affairs. Where twenty-five years ago thousands of men would have given their time and energy and money for five months to their party, today comparatively few would lift a finger in any contest. In recent elections, less than one-half of the electorate had enough interest even to vote. In one national contest recently held, only 17 per cent of the registered vote cast their ballots.

"The fault does not lie in the absence of interesting issues. No question since the Civil War had such intrinsic interest or lasting importance as the great problems of the League of Nations. Whether we believed in it or not, the underlying question was the attitude of the United States to the rest of the world and its policy with reference thereto. I did not believe in the League and traveled from Bar Harbor to Los Angeles to explain the grounds of my opposition to it, and the one inescapable impression that this journey made on my mind was that, with the exception of a few classes, the people did not greatly care whether we entered the League or stayed out of it.

Newspaper's Responsibility

"To what extent is the modern newspaper contributory to this loss of a true sense of the values of human life? Here, again, the comparison between the two issues of a really great newspaper may be helpful.

"The older newspaper restricted its columns to comparatively few topics. It gave the mind of the average man something that he could really assimilate. Moreover, its allotment of space was based on the comparative importance of a few topics which it selected as news.

"The later issue of *The Times* runs through the whole gamut of human life. Nothing that is human is foreign to it. I classified the topics in the older issue under twenty heads, and in the later issue under forty-four heads.

"This suggests the grave question whether the mind of man is not being submerged in an ocean of printer's ink, and whether the capacity for thought and action is not being dulled by the multiplicity of subjects which each day are crowded on his brain.

"Let me suggest an analogy. If I were to take a walk of thirty miles outside of this great city, I would see from morning to evening many beautiful sights of ineffaceable memory in the hills and valleys that surround New York. If, however, I took the Twentieth Century Limited and traveled forty times as far in the same time, I would, when I alighted at Chicago, have a very vague impression of crossing a few rivers and tunneling through a few mountains and passing through a few towns and cities. The multiplicity of images which would thus be flashed upon my brain from the window of my express train would prevent any one view from impressing itself either upon my imagination or memory.

Traveling Now at Express Speed

"Enlarging the metaphor, we are traveling, as the press indicates, by the express train. Images flashed upon our consciousness are too transient for intelligent assimilation. Moreover, the pernicious habit of breaking up newspaper articles in order to have as many leading topics on the first page as possible causes such scattered and unsure observances that it tends to make us an age of scatterbrains. If, after reading in fragments fifteen or twenty different and unrelated topics, we reach one clear conclusion or form one useful resolution, then, before we do anything, the evening paper comes out and crowds out of our brain, whose capacity is limited, the useful impressions of the morning.

"The founders of this Republic were clearheaded, because the issues of life were extremely simple, and they concentrated their time and energies upon them. Today, the mind of man is little more than a moving-picture show, upon whose screen events are momentarily flashed with lightning rapidity. Thus hopelessly confused by the multiplicity of subjects, the average man today cannot concentrate on a great public issue as he did one hundred years ago, or even twenty-five years ago.

"You may agree with me in this diagnosis, but you may ask, what is the remedy?

"Time would not permit me to discuss it even though I had the ability. One thing is clear—that nothing can stop the influence of a mechanical age in lessening the hours of labor, and if there is to be any salvation for human society, it must lie in the better utilization by man of his lengthening

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Recreation in the Oregon Hop Fields

In the great hop fields of the Willamette Valley in Oregon, which annually produce over eight million pounds of hops for the markets of the world, there was carried on last autumn an experiment in recreation and welfare work which was unique in the history of such programs on the Pacific Coast.

The Problems Involved

During the hop harvesting season in September, over ten thousand pickers are employed on the Oregon ranches, and the conditions and problems which arise out of bringing so large a body of people together in temporary camps had become so serious that the future of the industry was threatened. Any crop is valueless unless it can be harvested quickly and cleanly at the proper time. This result was being obtained with great difficulty not only in the hop industry, but also to a certain extent in the apple, prune and other small fruit industries whose product requires hand picking.

In many camps unsanitary conditions prevailed in spite of the efforts of state inspectors, no amusement was available for the pickers, and vice flourished. As a result, the labor turnover was tremendous, the quality of the work done was poor, and often the growers suffered financial loss because of low prices for dirty hops and through failure to complete the harvest before the autumn rains began.

How It All Started

Early in 1923, Miss Louise Shield, a feature writer for the *Oregonian,* a Portland newspaper, was sent to the hop fields to write a series of articles. She discussed conditions with the growers, and being familiar with the recreation work carried on by Portland Community Service, she suggested a similar program for the hop growers as a possible remedy for the situation. As a result, a meeting was arranged between H. N. Ord, manager of the Eola ranch of the E. Clemons Horst Co., the largest hop ranch in the world, and J. C. Henderson, who holds the joint position of Community Service executive and supervisor of recreation for the city of Portland. After this conference Mr. Henderson was made director of the three camps on the Eola ranch.

The ranch contains one thousand acres of which five hundred are in hops. A thousand pickers are employed. These workers usually bring with them about five hundred non-pickers, the majority of whom are children. Most of the employees are housed in two large temporary camps a mile apart, known as Camps 1 and 3, while a few special workers live at Camp 2, halfway between the other camps. The pickers live in tents furnished by the company; in most cases they do their own cooking on improvised stoves in front of their tents. The camps are laid out around a nucleus of wooden buildings which house such concessions as the grocery, meat market and other shops at which the pickers purchase most of their supplies.

A View of the Camp

The work to be done, as mapped out by Mr. Henderson and Mr. Ord, came under three main heads—camp maintenance, employee service and recreation. Under camp maintenance came the laying out of camps, tent pitching, policing, camp sanitation, and firewood and water supply. Employee service included first aid and preventive work, transporting serious cases to town for treatment, or arranging for medical attention to

be given at camp; maintaining camp post offices; making small purchases for pickers at near-by towns; issuing a mimeographed daily camp newspaper, and the supervising of concessions such as grocery, meat market, restaurant and barber. The recreation program included the installation of simple playgrounds with day nurseries attached,

A Little Puzzled About Their First Playground

nightly camp fire meetings at the two big camps, social dances and special programs for Sunday afternoons. On Wednesday evenings a short religious service was held at each camp under the auspices of the Salvation Army.

Most of the items included under camp maintenance and employee service are commonly found in the large picking camps, although particular attention was paid to sanitary provisions, and the medical service was more highly developed than is usual. The daily paper and the installation of a recreation program under paid leadership were innovations, and the experiment was eagerly watched by other growers.

The Recreation Program

Playground Nurseries

Two simple playgrounds were installed with homemade apparatus built by ranch carpenters from specifications in the "Home Play" handbook of the Playground and Recreation Association of America. Apparatus included sand-boxes, teeters, swings, horizontal ladders, and slides. These last were built on hillsides and were about forty feet long. Ordinary finished lumber was used in their construction, and the desired "slippery" surface was obtained by the simple expedient of having the youngsters sit on waxed bread wrappers from the camp store for the first few days the slides were in use. The playgrounds were located under huge pine trees where the dense shade kept them cool in spite of the intense heat elsewhere. These playground nurseries were built so that mothers need not take their children into the hop fields. Over a hundred small children were taken care of daily by the two playgrounds, each of which was under the direction of a competent playground worker and a nurse.

Around the Camp Fire

The camp fire meetings proved to be the most popular form of recreation. At first the programs consisted largely of community singing and a few pre-arranged boxing matches. After the ice was broken, however, the pickers contributed most of the stunts on the program, including many kinds of stringed instrumental music both in solo and combination, dancing acts of all kinds from jig and clog steppers to a real Hawaiian hula dancer, vocal numbers in great variety, some piano music, slack wire acts and tumbling, lifting and balancing stunts. Toward the end of the camp a complete vaudeville show was held at each camp, a stage and simple lighting effects being constructed by pickers. These programs drew from two to five hundred people at each camp every night. At the Sunday afternoon programs, boxing, wrestling, horseshoes, stunts, games and athletic events were featured, culminating in a farewell event on the Sunday preceding the close of the season. At this affair a beauty contest was held, and a queen chosen. Pickers from all the camps on the ranch and many people from surrounding ranches and towns gathered to do homage to "Queen Eola," after which she and her court were taken

Mothers Did Not Have to Take Their Children Into the Fields Last Summer

to Independence, the nearest town, as guests of the Chamber of Commerce.

More Popular than Dancing

The question of social dancing presented a serious problem. In former years dancing had been almost the sole amusement, the pickers leaving the ranch to go to some near-by dance halls which in most instances were of the lowest type. It was decided to remodel and utilize for dances two

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Does the Small Town Need a Playground?

By

H. E. Young

Had you asked one of the good citizens of Pittsfield, New Hampshire, why he voted a small sum of money to cover the expense of play under leadership for the coming summer, he would have replied, "Well now, you see we don't need a place like that for the kids to play in because there's plenty of room in their own yards, but since Mrs. Carpenter and Mr. Drake gave this Field to the town several years ago we thought we ought to do something to show our appreciation. Of course, you can't do anything in this town because it is too small to need that sort of thing. You mustn't get discouraged, for you'll be doing mighty well if you have five or six kids here in the course of the day."

With this most encouraging outlook we began playground work two years ago on the Drake Athletic Field in this little New England town of less than two thousand people. It was an innovation and those who did not openly ridicule it during the first few weeks maintained a silent neutrality. As things stood it did look hopeless, for on the splendid grounds of the Athletic Field there was not a single piece of apparatus nor any of the normal equipment of a playground.

The first day we made some beanbags, and armed with these and a few stories began activities. Our attendance for that day was ten. As the swings, teeter boards and games were added, the interest of the children grew greater and greater until by the latter part of July it became evident that the Field was a success. In August we decided to ask for subscriptions to cover the cost of a giant stride and within thirty minutes the paper showed twenty signatures covering the necessary fifty dollars. From that day forth there was never a moment of doubt that the playground had become an established institution in that town. Mothers began to bring their children from greater distances. Usually they would spend the first afternoon on the Field to see what was happening; but after that the children came alone while the mothers enjoyed the first freedom they had known in years.

During the last weeks of August the maximum number on the Field at one time in the afternoon reached 125 nearly every day. Everyone was most enthusiastic and there was no doubt that another year would see the experiment continued. Most of our time had been spent in planning and installing new apparatus, so that we had not devoted the usual care to developing a regular program. Toward the end of the season it became evident that this very neglect was the basis of our success.

During the following winter the townspeople, with hardly a dissenting voice, more than doubled the amount that had been voted the preceding year. That enabled us to buy a slide which was installed about the middle of July. For over two weeks there was a waiting line of from forty to eighty at the slide all the time. We did not start to use all our apparatus at once but, on one excuse or another, let them come into use gradually with the result that all were more appreciated by the children. It is a fatal mistake to give the children on such a playground too much of any one thing. We found that it is far better to have a waiting line at one piece of apparatus for a week than to let each child have his fill of just what he likes best. Toward the end of the first year we learned this lesson from the failure of our wheels. One of the men of the town who was much interested in our work had noted a very interesting type of merry-go-round made by sticking the axle of a discarded buggy wheel in the ground at an angle. There were innumerable tricks that could be done on this and it would keep three or four children interested at once. When it met with instant success, we installed four more, since they could be had for the asking. No sooner did a boy get a chance to perform on one of these for a half hour without interruption, and what may be more important, without audience, than he lost all interest and could not be persuaded to try it again. We removed all but one wheel for the second year and it regained much of its lost attraction. While there is no limit to the number of different kinds of apparatus that may be used, our experience showed it was not advisable to have more than one of any kind save the swings and teeter boards, two of which will prove sufficient in the long run.

From the first day of last summer our attendance was very high. The same citizens who had ridiculed the small beginnings of the preceding

year became our best supporters. On pleasant days it was possible to count from 175 to 250 on the Field at any time in the afternoon, and from eighty to a hundred in the evening. When the Chautauqua came, we feared that our weekly report would be very lean but there was no visible loss, for while most of the crowd left in time for the meeting, we noticed that they all returned as soon as the session was concluded. One day I went down to the Field during a pouring rainstorm and found forty or fifty using the slide which they assured me was most slippery at that time. On Saturday the local baseball team played games with the neighboring towns and this helped swell our total attendance. For the two months, July 1st to September 1st, our records showed a total of 24,685 persons on the Field. Not all of them came from Pittsfield, however, for we knew of one family that came regularly by auto from a distance of 18½ miles. Others came each day from the near-by towns so that we estimated that at least one in every ten children lived more than five miles away. Many walked in from the outlying farms.

Discipline became an almost negligible item in the day's work. The first year we averaged one punishment every four days. Most of these were for swearing, only two in the season for fighting. Aside from swearing, most of the discipline centered on our insistence that fair play amounted to more than a bully's will. Boys who had never been denied anything by their weaker fellows quickly found themselves unable to command obedience and lost as much in prestige as the victims gained in pleasure. Last year punishments were two weeks apart on an average and only one was for bullying. The children seemed very quick to learn how to play a clean, fair game and by the end of the year we were able to spend a large part of our time talking to adults and visitors. One of the Grammar School teachers remarked that these lessons had been carried into the play at school and that her work in that direction had been made easier.

Our games did not differ widely from those used on most playgrounds except for the fact that we used archery as one of the major sports. There is a touch of the romantic in the bow and arrow that attracts everyone. Moreover, it is a dignified sport that appeals to boys and girls who have reached a self-conscious age when ordinary games seem childish. On a burning summer day archery will lead all other attractions save those in the water. As a result, we rarely saw less than twenty or thirty young people waiting their turn under the shade of the birches.

In the city little advertising can be done but the country play field is largely dependent upon it. The local papers welcome the opportunity to be of service. Through them the farmers can be

An Attractive Corner on Pittsfield's Playground

reached and made to feel that the townspeople have no monopoly as long as the Ford is running well. When parents visit the playground they must be made to feel that their children will find there good associates, health and safety. The parents of country children seem to take a more active interest in what the children do than do city parents, so much so that we met on the Field the older members of each family represented.

Swings are Always Busy on the Pittsfield Playground

Nor did they come to complain; in fact, the only complaint of last summer resulted in the blame being fixed on the children for whom a mother demanded justice.

At the start of the first summer we had so little material that there was no need to keep track of it. As more was added we tried to make the

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Carrying the Gospel of Play to the Rural Community

By

Edna S. Landers

Dean of Women, Tuskegee Institute, Alabama

Ricker, racker, firecracker
Sis boom bah!
Chehaw, Chehaw!
Rah! Rah! Rah!!

Acker, lacker, ching
Acker, lacker chow
Acker lacker chin chin chow chow chow
Rip o rest, rip o rest
Sweet Gum, Sweet Gum is the best!

No, these are not yells of frenzied football rooters but cheers from two of the Girls' Clubs from 25 school communities of Macon County, Alabama, attending the initial annual Girls' Day at the Tuskegee Normal and Industrial Institute, Alabama. Mindful, alike, that "all work and no play makes Jane a dull girl," that "her voice was ever soft, gentle and low, an excellent thing in woman," and that "the girls of today are the women of tomorrow," the Institute cooperated with the County Superintendent of Negro Schools in issuing a call to the girls of Macon County.

The invitation to meet at Tuskegee brought out 362 girls from the Negro school communities of the county. In hilarious mood they began arriving early in the morning of the day set—on foot, in wagons, in trucks and in flivvers, accompanied by teachers and parents. As they filled the Institute Chapel, the place of meeting, the girls rallied around their banners, proclaiming the name of the school. The girls exhibited these emblems of their identification proudly and constantly, almost in the spirit of "never let the flag touch the ground." Recreation, how to get it and how to use it in the rural community, was the keynote of the talks and features of the day.

"I am glad that this is Girls' Day. Tuskegee is interested in girls as well as in boys. It is interested in women, particularly young women because they represent the hope of the Negro race," said Principal Robert R. Moton in his address of welcome to the eager, young faces confronting him in the Institute Chapel. For years Boys' Day for the twenty Alabama counties with Negro

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Part of the Group that Assembled at the Call of Tuskegee

From a Recreation Executive

To the Executive Budget Committee
Cincinnati Community Chest
Cincinnati, Ohio

Gentlemen:

I have been asked by Mr. Shroder to give you my views of what Community Service in Cincinnati should be and what it should cost. This is at once a difficult and an interesting task. Difficult, because in a brief paper it is hardly possible to set forth in full the *reasons* that called it into being and that continuing in the life of today in scarcely diminished form, convince some of us that it should be retained as a dynamic factor in the life of our City; interesting, because it provides me with an opportunity I always welcome, namely to attempt to make clear what Community Service in Cincinnati is trying to do.

It may be said, I think, that no Social Service agency can find justification for existence unless there is a recognized social problem for it to spend its efforts against, not only with reasonable hope of success, but without duplicating the effort of any other existing agency.

What, then, is the problem that justifies the existence of Community Service, or to put it in a simpler way, that justifies the existence of an agency with the policy and program of Community Service? For the name "Community Service" *may* be a misnomer, and *is* certainly somewhat ambiguous.

The storm and stress of the War period helped discover to all the combatant nations the fact that the complexities of modern industrial life had projected the individual's real interests *outside* of the shop, the factory and the store. That, in turn, caused us to consider the environmental influences of his leisure or free time, in the hope that these might be made to contribute to the development of men and women with the *power* and the *desire* to *give back* to the community something of *real value*. No better proof is needed of the existence of this point of view than the fact that our country to as great, if not a greater extent than any of our allies, raised millions of dollars voluntarily to be expended in strengthening the morale not only of our fighting men, but of our civilian population as well. No sum was considered too great to make and keep our people like-minded, cheerful, busy. No agency or organization was denied funds when it made its concern the physical, mental or moral well-being of the "boys" and their relatives. It was recognized then that in properly directed leisure time *activities* we had instruments far more effective than any organized propaganda, to give men the desire and the *will* to do what they thought was right. For the first time one might almost say in the history of man, an organized and intelligent effort was made, both by our government and by our industrial leaders, to direct the thoughts and actions of men and women in the time they call their own. In order to keep them "fit" and "smiling" to give them the will to *work* as well as to fight—we guarded jealously every moment of their free time, the time in which they could do what they liked to do. We endeavored to create a public opinion that would sanction *only those* of constructive value. A profound change was registered in our opinions as to the relative value of the human unit. It may even be said that we went too far in our efforts to enlist the heart and will of *all* men and women, from all the strata of social and economic life, in the common cause, through the media of activities that in the past had been viewed by the average person as pleasant but *unessential*. We gave dignity and real intent to values that have gradually been losing ground since the Golden Age of ancient Greece. Once more—music, athletics, dramatics, play, *not* if you please in the sense of "fooling," were recognized as fundamentally educational and of character building potentialities. The limitation of a brief paper does not permit of an exhaustive examination of the real value of all these activities and of their comparative contribution to the acknowledged morale of our people during the term of our participation in the War. Suffice it to say that out of the War experience has come a definite acceptance on the part of practically all governmental, educational and social agencies, of the necessity for the wise and wholesome use by *all* people of their leisure time. Our most thoughtful leaders agreed with Maurice Maeterlinck, who states: "The use of leisure time determines, as much as War or Labor, the moral worth of a Nation."

This, then,—the Leisure Time Problem, in no wise diminished since the War period, is the problem Community Service is attempting, along with other agencies, to solve. Its purpose is to conserve the fine values of neighborliness, good-will, common concern for the welfare of the individual *through* and *by* wholesome leisure time activities,

that men and women already like or *can be educated to like.*

Recognizing the necessity and the value of the Home or Family Group, the School Group, the Church Group, the Institutional Group, the Work Group, and seeking to strengthen them, because without the sense of loyalty to the real, the tangible, there can be no real feeling of interest and responsibility in that larger, more abstract community interest, Community Service consistently seeks to emphasize and increase the opportunity to enlarge the social interests of the individual by stressing the value of activities that permit of whole souled enlistment without regard to religious, class or national prejudices.

Community Service in Cincinnati is attempting to do two definite things:

1. Create a public opinion that will recognize the fundamental necessary for wholesome leisure time pursuits *by all the people.*

2. Provide opportunities for the greatest possible use by the largest number of people of all the recreation facilities offered in our City.

In order to attain these objectives the work has been divided into five sections:

1. Community Centers
2. Community Music
3. Public Recreation
4. Institutional and private recreation
5. Educational propaganda.

1. Community Centers. From the inception of the movement in Cincinnati a close but unofficial cooperation with the Board of Education has been observed. After conference with the Director of Night Schools and Community Centers, and generally upon his recommendation, we have been given a free hand to go out into a given community to create a conscious need for a community-governed recreation organization in the school house; to set up a temporary governing committee; to plan a program adapted to the physical facilities; to submit a budget of costs for the same (all Community Centers are practically self-supporting, the Board of Education contributing only light and heat); to provide all the necessary programs that will cause the people to congregate so that the Community Center idea may be explained to them; and after a permanent self-governing organization is effected and operating, to retain on the basis of good-will a supervising control.

Our monthly reports will show the measure of success we have obtained in this, the most important feature of our work. The following varied list of activities being carried on at present, *some* in all the centers, and *all* in the strongest, will serve as an indication of the number of lives touched and, we hope, made more useful by voluntary and *paid for* participation.

1. Athletic classes for men and women
2. Swimming classes for men and women
3. Opera Clubs
4. Orchestras
5. Folk Dancing classes for children
6. Community Dances
7. Neighborhood Entertainments: Hallowe'en, Christmas programs, cantatas and the like, Sunday concerts, special holiday programs, and others.
8. Dramatic clubs
9. Choral clubs

All of these activities are not successful in every Community Center. All, however, are submitted to be tried, and as the character of the neighborhood is discovered to the governing board, elected by the paid Community Center membership (general fee 25 cents per annum), changes are made to meet the local conditions.

It may be said that this piece of work properly belongs to and should be undertaken by the Board of Education. This, *in a measure,* is true, but until the Board of Education is able to appropriate enough funds to provide for the maintenance of an adequate field staff, very little, if any, progress can be hoped for in Community Center work, without the help of a private agency. Moreover, if human experience is not vain, the need of a private non-academic agency to help maintain standards and to venture into the experimental fields viewed sometimes with apprehension and distrust by public boards, must be apparent.

2. Community Music. Of this feature of our work, or at least one of its forms, Community Singing—there has been some discussion as to the necessity or advisability of its continuance. This, I think, is largely due to misconception on the part of those who do not understand its purpose. This activity—a war-time product—has several facets, all of which must be seen before an appreciation of the whole can be obtained. It is not stretching the truth to say that Community Singing, as such, was felt in the War and Post-War period to be one of the real assets in community life. People are reached far more quickly through their emotions than by the most reasonable presentation of facts on the part of an inspired speaker. Full

advantage was taken of this when, for one reason or another our leaders desired to lift the crowd out of themselves, to generate a more kindly feeling between individuals, or to make the individuals more receptive to the message that was to follow. The by-products of good-will, fellowship, enthusiasm for a given cause, and like-mindedness were not minimized. Can we for one moment think that the need for tolerance, good-will, fellowship and true understanding is any less today than it was five years ago? One has only to look out on the world and its happenings today to know that many of the precious values we thought were partly won have been, or are being, lost. Intolerance, bigotry, suspicion, distrust and prejudice once more have raised their heads, have indeed come out into the open to find followers by the hundred thousands. Is Community Singing the panacea for all these evils? Certainly not. But it is one of the few means whereby men and women in all walks of life, of all shades of religious belief, of whatever race or nationality, can come together to do something *in common* that almost from the beginning of time they have enjoyed doing. Some of you will say that they who want this form of pleasure and inspiration can and should pay for it. When you consider the institutions of a great city—orphan asylums, old folks' homes, and the like, the hundreds of associations whose dues cover the expenses of postage and stationery, and no more—the hundreds of group meetings for altruistic purposes where no fee is charged, which without the service of a leader whose salary is provided by such a private organization as the Community Chest, would have to do without the service they are constantly calling for, you will see that this statement is not altogether true.

But—the Community Service song leader has not pointed his efforts exclusively towards Community singing. He has been taught to believe that while sometimes Community Singing is an end in itself, quite as often it is a means towards a greater end. The University Glee Club was a direct outcome of Community Singing, as was the Junior Chamber of Commerce Glee Club and the East Hi Opera Club, the Union Central Life Insurance Chorus, the Windsor Choral Club, the Westwood Opera Club, the Cyler Orchestra Club, the East Hi Orchestra, the Christmas Carolling program, the Eden Park Annual Concert and Sing, the East Hi and Hoffman Sunday Afternoon Concerts, are indirectly due to Community Singing, in that these and many other musical activities for the mass of people was due to the Community Song leader's interests and activities. While all of these clubs or organizations are not existent today, that in large part is due to the physical inability of one man either to actively direct or to supervise this work along with the general demand for his services. Moreover, and as further proof that it has its place as a means for calling people together and interesting them in the occasion, it is worth while to mention that in practically every Community Center existing today in Cincinnati, Community Singing played a prominent part in the initiatory stages.

The total cost of this service to the Chest is $1400 per annum in salary, ten or fifteen dollars per month in automobile maintenance, and its proportion of the overhead cost of Community Service. It is difficult to measure the value of such an activity by statistics, but no more so than for any movement that has for its objective the establishment of better relationship between individuals. No group of men more than the one directing the policy of the Community Chest in Cincinnati is making a larger investment in human values—values that cannot always be measured by statistics. Such an investment is only justified by the *faith* the Executive Committee has in the soundness of its ideals.

A program of Community music in our City, financed by the Chest, calls for faith in the ideal that any activity that enlists the interest and cooperative effort of all individuals regardless of class or creed, should be safeguarded by being retained under the control of a *non-exclusive* continuing organization.

3. Public Recreation. This branch of our work may be said to include our play streets program during the summer months; our special holiday programs, Flag Day, Fourth of July, Hallowe'en, St. Valentine's Day, Armistice Day, Christmas Day; such city-wide tournaments, contests and celebrations as Boys' Week, the Junior Baseball Tournament, the Marble Tournament, the Horse-Shoe Pitching Contest, the Spelling Bee Contests, the Volley Ball Tournament, the Annual Play Day for Playgrounds and Play Streets, Zoo Day for the children, the Eden Park Concert and Sing, the May Day Folk Dancing Festival; the organization of new playgrounds (Camp Washington, Kenton Street, and Pleasant Ridge); and many other activities initiated and maintained by Community Service.

No attempt can be made here to give either statistics or a measure of the effectiveness of this work. Our Mr. Birt and Miss Merckel might be asked to present the facts in the case to the Committee.

4. Institutional and private recreation. Under this heading may be included the work carried on in our Orphan Asylums (Protestant and Catholic), the Fresh Air Farm, the Boys' and Girls' Opportunity Farms; for the delinquent boys paroled by the Juvenile Court; the groups of boys recommended to our care by the Juvenile Protective Association; the programs at Longview; the programs for the Mothers' Clubs, the Daughters of Isabella; the programs for the annual all-day outings of industrial concerns, Jewish Big Brothers, the Jewish Settlement House, and like bodies. Again no details are given, as the staff members can more intelligently give the facts and figures needed to prove the efficacy of this work.

5. Educational Propaganda. This engages the efforts of all the members of our staff and consists of public institutes, such as the annual Playground Institute conducted by the University of Cincinnati and Community Service; the Drama Institute, the Storytelling Institute; service on all recreation committees connected with social service agencies; addresses to Civic Clubs, Mothers' Clubs, patriotic associations, church groups, Community meetings, and the like; the secretaryship of the Recreational Division of the Council of Social Agencies; reports with recommendations submitted to all bodies whose influence may be made to count in a more intelligent coordinated city-wide recreational program; and cooperative effort with the Park Board, the Board of Education and the Parochial School authorities to raise the standards of physical education and play among the children under their jurisdiction.

In closing this, the first part of my letter, I think I should again set forth the philosophy of our "play" program, as it particularly affects the future citizens of our city.

Play in the life of the child is precisely what work is to the normal man or woman. It is the most important thing in his life, the thing he *must* do if he is to express the inherited instincts of the race. Running, throwing, jumping, fighting (as expressed in competitive games), nurturing, building, and joining (as expressed in the gang or group), are as natural to the child as they are in their later developments to the man. Indeed it is in the *manner of fulfillment* of these instincts that the child is prepared to take his place later as a unit in our social life. It is in the period of youth and through the media of play that the *habits* of self-control, perseverance and team play, and the qualities of justice, loyalty and honor are acquired or disregarded. It is in the same period and largely through the same means that the child learns to adjust himself to his fellows, his place in the community and life.

What then should a service like this cost? Not having an itemized budget before me, I will merely say that in order to carry on the work as at present planned, and without any policy of expansion other than the one naturally occurring when we leave one group able to carry on, to take up the work with another, the Community Service staff should consist of an executive, most of whose work should be spent in the various fields of activities; a staff member to assume direct charge of public, private, and institutional recreation, as well as to assist in the educational program; a staff member (woman) to assist with the Community Center program and all activities involving the women and girls of the city; a staff member to assist in the Community Music, Dramatics, Pageantry, and public holiday programs; three colored staff members (two men and a woman) to carry on our negro recreation program; *and* adequate temporary assistance (man power and money) to continue successfully the program of play street work, May Day Festival, Eden Park Festival, and the like.

The question of salaries naturally brings up the question of the *kind* of men and women needed to successfully prosecute this work. To be a successful Community Service worker one must first of all be impelled by a dynamic spiritual force to give *all* one's time, thought and energy to the job, because *nothing less* will justify his engaging in the work at all. He or she must be able to meet with committees, groups and gatherings *intelligently* and *forcefully* to present our accepted philosophy of the value of play in education. He must, by his courage and faith in a democracy's power to express itself in a noble way through leisure time activities, be able to pass on that inspiration to groups, which in time of discouragement are prone to relinquish the ideal and effort. He must cheerfully give up practically *all* of his nights and holidays, in order to meet with groups who are free at no other time; *and* he must find time to read, study, and think in order to be able to give out again and again. Such men and women

in the commercial world are those who make their way to the top, are called leaders, and are correspondingly well paid. Social service workers, along with artists, teachers, preachers, and professional men, generally regard their salaries not as pay, *but as their living,* their real rewards being service to ideals and humanity and the respect of their fellow men. Nevertheless if they are to be free to carry on their work without worry and with continuing enthusiasm, their salaries ought in some degree to be commensurate with their ability to be of service to the Community. If social service work is to attract and hold young men and women of ability and promise, some hope must be held out for future advancement and some provision made for their economic needs and necessary social positions. In the case of Community Service, the salaries of all the principal staff workers have been cut in the last four years. I was engaged to stay in Cincinnati for $5,000 per annum for *three-quarters* of my time, and with some degree of cheerfulness resigned a position at the Conservatory of Music paying me $1,500 a year for the other quarter of my time, when I realized it was impossible to give less than all my time to Community Service.

Miss Merckel, who is doing precisely the same work as Mrs. Wyman (and in addition the bookkeeping) receives $2,000 a year instead of the $2,500 paid Mrs. Wyman, and last year refused an offer of $2,500 with Proctor & Gamble, because she counted the joy of service to her city greater than the $500 increase.

Mr. Birt gave up a better paying commercial position in Cleveland to accept $2,500, with Community Service. Despite the fact that his services to the Community have doubled in value in these four years, he has not had an increase, in fact, is receiving less because of his studies at the University, studies that have *increased his* value to us.

Mr. Auburn now out of the service, received $2,000 per annum, as against the $2,500 of Mr. Williams, whose position he filled.

As stated before, the man in charge of Community Music, a position demanding vision, force, education and personality, receives less than a well-paid routine clerk.

It may also be of interest to know that Community Service staff, including colored workers and office force, has been cut in four years from sixteen paid workers (exclusive of Travelers' Aid) to seven paid workers (including the stenographer).

I state these facts without any spirit of criticism, and only to prove that the policy of Community Service has not been one of expansion; that we sensed from the beginning the need of retrenchment from a post-war basis. We are convinced that no one agency should prosper at the expense of any other, that the Social Service program must move forward—as a whole—and we have confidence in the ability and desire of the Chest officials who see the Social Problem in our city in its entirety, to safeguard the interests of every agency whose service program is pointed towards a permanent amelioration of that problem.

It may be, and I am not now speaking for my Board, that the time will come when in order to increase its efficiency, obtain a closer relationship with all agencies carrying on recreation work, and to secure a more authoritative voice in city-wide recreational programs and activities, Community Service should become more closely identified with the Council of Social Agencies by acting as the Executive body of the Recreational Division, *providing* that such field work as *at present* is not or cannot be carried on by any existing agency, is allowed to continue as part of the work of the Recreational Division under the direction of a paid staff. This, I think, is a change that can only be made on the basis of good-will, understanding, and the voluntary consent of the agencies involved.

Such a change, I think, requires a period of education extending over months or years, according to the intensity of the educational methods employed.

Whatever may be the just and equitable decision of the Community Service Board and the Chest officials as to the methods in which the work now being carried on by Community Service is continued, you may be assured that those of us whose immediate concern it is to see the work prosper, will with serenity and unflagging enthusiasm, work with you to see that full value in service be given for every dollar expended.

Sincerely yours,

WILL R. REEVES

Office Administration and Personal Efficiency as Seen by a Superintendent of Recreation*

Jay B. Nash

Oakland, California

While there are many principles which properly apply to the subject of office administration and personal efficiency, the two which I will mention should be sufficient.

The first is demonstrated by a certain man who had become very famous as a dog trainer. He was asked the secret of success in regard to training dogs. "Well," said he, "in the first place, you must know more than the dog."

The second principle is stated by a gang foreman on a railroad track who said, "I hold my job by doing more work than any three other men in the gang."

While these two principles might hold, I will outline seriously some of the essentials in connection with office administration and personal efficiency as follows:

The Ability to See the Various Natural Divisions of the Work

A. *Business Routine*

In the business department the most rigid business principles should be very carefully applied. It is this department that has to do with finances—the careful keeping of all records, receipts, expenditures, cost estimating, buying, keeping time slips, making payrolls, checking sick leaves, vacations, budget making, watching details, stopping leaks. The care with which this work is done many times makes or breaks a department. Trustworthy men under bond should be employed who enjoy detail. Seldom can an administrator handle this phase.

B. *Office Conduct*

While a certain amount of the office conduct is clerical, yet it differs greatly from that outlined above. Office administration demands a careful system of activity, records and filing; a systematic check of all reports due to come into the office or due to leave the office; a system of collecting all information and summarizing it in order that it may be in the most usable form to determine results of various activities.

But the most important duty in the conduct of an office is contact with the public over the telephone and contact with the public in the office with the department force. These may seem rather minor and yet probably the girl who answers the telephone has personal contact with many more people than any one else in the department, excepting no one. The prerequisite for this position is an even disposition, pleasant voice and unlimited patience.

The same qualifications plus a very pleasing personality are essential for the individual who meets the public in the office. Ninety-five per cent of the public officials meet the public with a "well, what do *YOU* want?" which is extremely repulsive to everyone.

An office must adopt the principle (even though at times it is abused) of "the customer is always right." No matter how foolish the questions of people may be, they must be taken as "all in a day's work" and met with a smile. Take a lesson in courtesy from the man who conducts a filling station.

C. *Assistants, Supervisors, Special Teachers and Staff*

The next big main division is that including the assistants, supervisors, special teachers and staff. It might well be termed the Operating Division, as it is the division for which all the rest exists.

The work will naturally have two divisions—one will consist of the supervisors and special teachers.

The duties of these people very definitely are: *to inspire, to encourage* and *to lead*, not to spy upon, to pick at and to discourage. They must be experts with the ability of leadership who have special training and special knowledge along certain subjects. This ability must be judged by the ratio in which they have made this service invaluable to the play leaders.

The staff represents the firing line and all of the people in the positions named up to this time represent the line of communication. The most

*Address given at District Recreation Congress, Stockton, California, December, 1923.

important task in administration, therefore, becomes the selection of a staff and this must be done with great care. Do not mistake *boldness* for *ability*, or *familiarity* for *personality*, or *flattery* for *diplomacy*. On the other hand, do not mistake *quietness* for *lack of initiative* or *calmness* for *lack of knowledge*. Because a girl can play baseball, run, take the hurdles, slap the boys on the back and "outboy" them, do not think she is going to last very long. This type of person "goeth forth on horseback bright and gay but cometh back on foot and begs his way." I personally have never known a girl of this type to make good over a period of years. Expect your girls to be girls and they can yet win their leadership among boys. Expect your men to be men and they can win a leadership among the girls.

Your department has for sale *SERVICE*. If people receive it, they will return as they do to a good restaurant, garage, shop or store. If parents feel that their children are better for being on your playgrounds, they will tell it. If men and women feel the benefit from recreation, they will advertise the fact.

Regardless of publicity, printed pamphlets and much noise, unless you are delivering, the work is a "flash in the pan."

Surround yourself with able men and women.

Remember that you may be able to buy eight hours of an individual's time per day, but you cannot buy service-plus, which is absolutely required to win any cause. That particular service-plus must be earned.

Give responsibility to those about you.

It is assumed today in too many places that the principal business of individuals is "to get" money, material, goods. Yet I want to propound to you a deeper principle of psychology. While superficially we all want "to get" somewhere within the depths, if properly brought out, there is a stronger impulse to want "to give."

One may be unable to get, throughout a lifetime, much of material value, yet be happy. Yet few people care to live beyond the place where they feel that they are some help to someone or to some cause. Everyone wants to feel that he has responsibility and that some little wheel in the universe must be turned by him or else it does not turn.

With those about you, be broad—never fail to see another viewpoint. Don't demand that everything should be done just your way. Encourage a frank exchange of opinion. Don't encourage the "yes, yes chorus." Have people about you whom you can praise ninety-nine times to every one time it is necessary to censure. If you have to censure people more than that, then you would better get a new staff.

Encouragement will get the best out of people. Emerson said, "Men thought me greater than I was until I became as great as they thought me to be." We all fight to live up to expectations. Never go over the heads of assistants—go through them. Never humble or humiliate anyone in the presence of others. You will never be forgiven. "Do as you would be done unto."

Personal Efficiency.

Be Proud of Your Work—If you do not believe you have the most important job for you in the city, above the baker, banker and butcher, get out into one of their professions.

Be Enthusiastic and Radiant—If you don't leave the office in the evening looking forward to the opening of work the next day, you are in the wrong work.

Keep Forging Ahead—Someone has said, "The training for one's job begins when the job begins." Few people are ever trained with a particular position in view. They just forge ahead. Keep yourself in the environment of the best books on your subject, the best informed men and women in this profession. Attend gatherings where like-minded men and women gather. Look forward to new projects. Look forward to additional training. Appoint yourself some big task each year—tell all your friends about it and then you will not be able to back out and be a quitter. Remember that where growth stops, decay begins whether applied to physical life, mental or spiritual life.

Be Trustworthy—Be known for the ability to finish what you start. How many times each year have you gone over lists of men's names in your city? You know the comments—"This man will put it over"—"This man will promise in order to secure committees for important service and never work"—"This man's a quitter." Your name is on that list. What do they say when you are not there? Being dependable requires one to be neat in appearance—clean of purpose—willing to give time and effort lavishly—"wear out rather than rust out." But take time to practice your own doctrine of recreation; to cultivate relaxation; to practice team work, fair play and the qualities of citizenship which you hold up.

The prophets said, "Our work is here—our

(*Continued on page* 673)

Rules for Administration of Community Centers and Field Houses

There are many problems in the administration of community centers and field houses which are continually confronting recreation workers. The Oakland Recreation Department has recently made some decisions regarding the use of community centers and field houses which affect some of these problems. Among them are the following:

The facilities of the various Community Centers and Field Houses are to be used primarily for recreation activities of the department and closely allied community organizations.

The card playing rule of the playgrounds is amended to allow groups to play cards in the Field Houses for pleasure only by special permission of the Superintendent of Recreation.

A small charge may be made to Field House activities where the entire proceeds are used for the promotion of recreation functions or for the purpose of purchasing equipment or other items to be used in the recreation center, providing a monthly report of all receipts and expenditures be made to the Superintendent of Recreation.

All sales, bazaars, fairs or special functions which may be conducted at the centers or elsewhere by the directors or by outside organizations, *shall receive* the *approval* of the *Superintendent before* arrangements for same are completed. A monthly financial statement of all receipts and expenditures of such functions must be filed with the Superintendent of Recreation.

Organizations not affiliated with the department using the Field Houses or gymnasiums for special functions may charge a fee sufficient to cover the actual cost of operation for the time they are using the various facilities; rates and method of handling same to be established by the Recreation Department.

Directors in charge of Field Houses will be held responsible for all activities held upon the ground or in the Field Houses. Applications must be made directly to them by outside organizations for special use. The department will supply a list of approved evening directors who may be secured for supervision of special parties, dances and other functions.

A Retrospect

(*Continued from page* 644)

hours of leisure. That he may wisely use these, it is necessary that he should be given a truer sense of the values of human life, and this should be the mission of the great institutions which mold human thought, like the church, the school, the press, the theatre.

Calls Age of Pericles Greatest

"The life and death of a civilization depends upon its sense of values. By common consent, the greatest civilization ever attained by man was in the Periclean age, four centuries before Christ. It was because the little people of Athens had a true sense of values. A century later, the glory of that golden age had passed, and all that interested the men of Athens was the latest triumph of the favorite athlete or the newest confection of the chief pastry cook. A few centuries later, Demosthenes reproached the people of Athens by saying: 'Unmindful of your liberties, you are always gadding about after news.'

"A century later it was recorded in the Acts of the Apostles that the reason why the once most cultured people of antiquity could not listen to a serious talk by Paul was that their sense of values had become so confused that the only thing that interested them was to hear or tell something new. Today the craving for news is such that it must not only be satisfied each day with fresh sensations, but almost each hour of the day, for the straphanger who reads his headlines on the subway going downtown awaits with greater expectancy, a few hours later, the first appearance of the afternoon editions. Nothing makes any lasting impression. He has the 'moving picture' brain, and of such stuff a true civilization cannot be made."

Athletics for Women and Girls *

By

Ethel Perrin

Assistant Director of Health Education Division,
American Child Health Association—on leave
of absence from the Detroit Board of
Education

Everyone in this audience at the present moment has an opinion about girls' athletics and what I would like to have is a graph of your opinions stretched out on this wall. I would place at one end of a scale the most conservative opinion, from the man or woman who feels that his or her daughter is so delicately and mysteriously put together that it is difficult to protect her from any possible chance of physical injury; that her nervous system is so easily disturbed that she should avoid all opportunities of hysterical disturbances, and that because she should always preserve her inborn sense of modesty and innocence she must never be seen by the opposite sex when she is likely to forget herself. At the other end I would place the opinion of the man or woman, probably not a parent, who feels that when a girl takes part in athletics there is no reason why she should not do the events already standardized by men, and that if she follows this path she should have no more handicaps than a boy, and should have all the stimulus and help that publicity can give her.

Each one of you stands somewhere between these two extremes, and after this discussion is over you will either be more firmly planted in the same spot in the scale, or you will have moved nearer to one extreme or the other. Would this audience, I wonder, follow the law of distribution with its majority registering somewhere midway along the line of opinion? Even if we agree that this is probably the case we should not be much better off, for when we came to lay down definite statements as to what constitutes a middle ground, no two of us would see the same limits. It was easy to agree about boys' athletics years ago, and even the over solicitous mother has to hide her fears in the face of public opinion. Suppose we consider the two extremes of this scale on the wall, and while we are considering them I wish everyone in this room would decide where on this scale he or she belongs.

At this end we have the extreme cautionist. He believes that anatomically and physiologically a girl is so constructed that she should not enter into any activity that may cause a jar to the pelvic organs especially during the period of adolescence. If this were true, why are not all girls wrecked along the way, for even if they walk through the adolescent years in a most ladylike manner they are bound to stub their toes once in a while, and what about the proverbial tom-boy girl who just naturally has to climb trees and jump and swing by her hands?

So far as I can learn, these extremely conservative people who fear for the future of our race because of possible impairment of the reproductive organs of an athletic woman, have little or no data by which to point the way, and they have to resort largely to the personal opinion of the physician. Biologically he has more evidence at hand, but even here we are making history rapidly as evidenced in our National Golf Tournament for women. A few years ago, eight women entered; this year the number was two hundred. Because girls and women in the past centuries have taken no interest in athletics is no proof that they never will.

And this wrecking of the nervous system through over-excitement! Here, of course, the factor of competition is under discussion, but it is impossible to separate athletics from competition. Some people feel that by eliminating all inter-games and making them all intra—the curse is taken away, but just as much hysteria can be manufactured from *intra* as from *inter,* and I can imagine some nervous individual getting upset if allowed only to compete against herself. I have seen a man so upset over a poor golf stroke that he broke his club across his knee, and not in a tournament, at that! Behavioristic psychology is the present-day term for this and our emergency behaviors can only be developed by every day behavior, not by sitting still and talking about how we should behave under stress of excitement.

*Address given at Recreation Congress, Springfield, Illinois, October 10, 1923.

Everyone agrees that competition is the big test of self-control, honesty, cooperation and all the other qualities listed to make a good citizen, and yet some would deprive a girl of this natural opportunity for behavioristic development.

The third objection by our extremist at this end of the line is protective from another angle, which we might call a social one. It is most difficult to steer our way clearly through this social aspect. None of us who have the responsibility of the athletic recommendations for girls wish to stand behind a policy that will make the majority of girls immodest, callous to coarse publicity or desirous of being in the limelight. One of the large contributing factors to this phase of the question is "dress." Suppose we discuss this for a moment not with any hope of solving it, but just to avoid dodging it. The extremist would say: First, cover up her figure so that it is completely disguised; second, allow no skin but face and hands to show; third, have the material dark of color; fourth, see that the doors are locked against the invasion of a stray man; fifth, have all clothing loose and properly supported from the shoulders that no constriction is possible. Have any of you seen a girl trying to do a running high jump (which has been limited to a certain height because an inch more would give her the undesirable jar)? If she ever is given a chance to enter in competition, she immediately rolls up her sleeves, discards her necktie, pulls up her bloomers and winds elastic bands around them, rolls down her socks, and is a sight—without having the real freedom she craves!

Another point in this socially protective attitude is publicity. There are two factors here; one, the desire on the part of newspapers and the public in general to feature things out of the ordinary; the other, the desire to see records broken. The first point is taking care of itself with the march of progress, and it is distinctly our duty to see that the breaking of records is *not* the goal.

Let us look at this other extreme of our scale. Our first statement was that the person standing here would say that girls should follow in the exact footsteps of men so far as standardization and classification of events go. Anatomically and physiologically we have no statistical proofs as yet, but we have one guiding point to look to—the natural desires of the girls themselves. Up to the period of adolescence every healthy girl just naturally enjoys competitive running, jumping, climbing, and throwing on an equal footing with the boys, and if this natural desire is the criterion to be guided by, our extremist at this end has the better of the argument.

Let us continue to consider the pre-adolescent girl in relation to the other points, namely, handicaps and publicity. Little girls as a rule see to it themselves that their clothes do not handicap them in their play and we are improving by putting them into knicker suits, rather than short flying skirts or unhygienic black bloomers with their constricting or ever stretching elastic bands at waist and knee. Here we are on the dangerous topic of dress again so we will hasten on to safer ground. Publicity and exploitation stare us in the face. Why is it that little boys may go their way of self-expression through athletic delights unmolested, but the moment little girls get out on the field the camera men get busy and the reporters grow witty? This will disappear with time and education if little girls are guided by wise leaders and if these same leaders take every opportunity to interest the public in the real advantage of wholesome play. Unfortunately the feminine desire for admiration sometimes leads the leaders astray in this matter of publicity.

Now comes the complication, the older girl. Should she follow the advice of the extremist who sees no reason why she should not emulate her brother athletically as far as her ability will take her? I mean by this, the training for highly specialized meets with all that competition involves. If you hold this view you must discount, as not worthy of consideration, the physiological, periodic functions of the reproductive organs. This seems to be the one definite difference upon which to draw conclusions, and yet we have no scientific data on this point, nor are we likely to have, the risk being so great that even the experimental enthusiast may hesitate. All we can say at present is that this is a girl's handicap, and it does not seem sensible to train her to do something into which she may never be able to put her maximum effort when the opportunity comes. No one would spend any time in training a near-sighted boy to jump, no matter what his other qualifications were. You see I am discussing this end of the scale wholly from the record breaking point of view, because I can see no other reason for it.

The extremist next takes up the handicap of dress and puts the competing girl in a track suit before the public gaze without a qualm. He gives her all the publicity the papers demand and does not hesitate to use her as a drawing card if gate receipts are desired.

Everyone of you has already chosen what you consider the sane middle position between these two extremes, and yet, if we had the time to define your positions, the range would go all the way around these walls. Just by the way of starting a discussion, I will outline a year's program in girls' athletics in the Detroit public schools with its aims.

First comes the elementary school program. The aim is very simple and like that for the boys to give an equal opportunity to all for development of the whole body through the joyous use of big-muscle activities. Note the word *joyous* and all the connection with an athletic and game program. The first responsibility in any athletic program must be the consideration of the physical status of the participants. This, having been found as thoroughly as possible, must always be taken into account and used as a means for classification along with other individual differences.

I shall start this program at the age where boys and girls naturally separate in their games. This age seems to vary but is surely to be found in the Sixth Grade:

I. A Pentathlon consisting of basket ball, dash and throw, 50-yard dash, low hurdles, standing broad jump.

The fundamental activity of climbing is unfortunately omitted but mainly for practical reasons in a big city. Chinning is used for the boys but this we did not find successful for girls, and it may be a point for discussion following this paper. The running of a final inter-school Pentathlon contest is one of the most interesting and satisfying athletic events I know of, because of the intense individual interest with the absence of hysterical rivalry.

II. A stunt test in which every girl in the fifth and sixth grades only shall take part, a system of collective scoring being used.

III. A Field Day—run at same time as Boys' Field Day and on the same field with as many entries and as much time and space. The events are: 50-yard dash, low hurdles, dash and throw, basket ball distance throw, obstacle relay race. (Classification, as for boys, is by age and weight with eight separate divisions.)

IV. A Game Tournament. The events include: zig zag ball, post ball, combination pass ball and stunt speed series—open to any girl in the school.

V. Three major games are encouraged and schools record in the main office the number of teams playing in an intra-school schedule in any or all of these games:—volley ball, field ball and hit pin base ball.

Whether or not this program carries out our aim depends upon those in charge of each school. If the good of the individual child is lost in the spirit of athletic supremacy for the school, as much harm can come out of this program as any other.

If sanely carried out, the girls will be ready to enter into the more highly organized games of the Intermediate and High Schools.

The next group is in the Intermediate or Junior High Schools. These schools are not yet two years old in Detroit. They house large numbers and are wonderfully well equipped with two complete plants of gymnasiums, swimming pools and playgrounds, so that the girls have every chance for freedom with sixty minutes a day to play in for the three years they are there.

This program is still under construction. Swimming plays a large part in it. The big group games are emphasized, especially the out-of-door ones like Field Ball and Soccer. Inter-school competition is not made much of as the opportunity for tournaments and meets is so great within each school. Basket ball is not featured.

And now, we come to the High School where everything is so much more difficult. Here we have outlined as follows our aims and justifications:

Aims:—

1. To encourage participation in healthful athletic activities on the part of all girls in all intermediate and high schools
2. To develop desirable social and moral qualities—such as cooperation, loyalty and good sportsmanship, by promoting intramural and a limited number of inter-school meets and tournaments
3. To stimulate in every girl an interest in athletic activity which shall function throughout life

Justifications:—

1. Beginning with the age of twelve there has been a tendency for many girls to decline in physical efficiency anl lose interest in health promoting activities. The *physiological* benefit to be derived from participation in suitable supervised athletic activity is undeniable.
2. It is not the aim of this program to concentrate on the development of "star"

athletics and "championship teams". With proper leadership, however, such social occasions as competitive swimming meets and basket ball games may contribute directly toward character building and, if not overemphasized, provide a helpful and stimulating influence throughout the school.

3. The development of ability in tennis, swimming, golf, hiking, basket ball, is especially valuable in creating an interest in such sports which may, with the present day municipal equipment, function throughout the life of every girl.

Following Miss Perrin's address Miss Elizabeth Burchenal, a member of the Committee on Athletics for Girls and Women of the American Physical Education Association, outlined the work of the Committee, its purpose and activities, and read the resolutions passed by the conference called by Mrs. Hoover at Washington under the auspices of the National Amateur Athletic Federation, and later by the Women's Committee at the meeting of the American Physical Education Association at Springfield, Illinois, in April 1923. She pointed out the significance of these resolutions, and told of the national effort which is being made to devise programs which will avoid the exploitation of girls in athletics, and of the recent publication by Spalding's of a handbook on *Athletics for Girls and Women* outlining the policies of the Committee and the resolutions passed, and containing the official rules for swimming, track and field and soccer.

In the discussion which followed, Dr. L. R. Burnett of Paterson told of the athletic meet held in Newark, N. J., under the auspices of the Amateur Athletic Union and of the method of physical examination through which a number of girls were eliminated at the last minute. The question was raised as to whether the defects from which these girls suffered ought not to have been discovered at some time previous to the meet before the girl had been subjected to the training necessary in preparation for the meet. It was the feeling on the part of a number present that through such examinations given some time previous to the meet much difficulty might be avoided, though, as it was pointed out, certain physiological factors often necessitate last minute eliminations. The importance was urged of developing a type of athletics which will make possible participation by all girls rather than the development of star teams featuring a few girls in competitive athletics.

Dr. C. Ward Crampton, in commenting on the view of the extremist who would keep the girl out of athletics because of possible physical or nervous injury, stated that our knowledge of the subject is not so wide as it should be, but that on the basis of his own experience he felt confident a good deal of our present athletic training is not good for girls and women. Weaknesses as indicated in structural, lung and urinal diseases are sometimes emphasized as a result of over-strain. On the whole, little trouble results to the heart from athletic training and many heart murmurs disappear in activity. Dr. Crampton stated it as his belief that running and high jumping are not harmful to the girl who is carefully trained, and that gymnastics are important to health. He told of the physical examinations he had made of Neils Bukh's students which showed the girls to be in perfect physical health. The right kind of leadership in athletics is of primary importance.

Dr. Henry S. Curtis urged the importance of guarding the girl's nervous system.

PEACE THROUGH ATHLETICS

"We are glad to meet you in sport and forget politics," was the greeting of the captain of a German association football club in introducing the other members of his team to the captain of a team composed of French civilians. The French and German elevens played together at Mayence, Germany. It was reported to be the first time since 1914 that German and French athletes have met in competition.

"Sport makes brothers of us all," responded the captain of the French players, and the members of both teams warmly shook hands.

According to the newspaper report both teams played in keen rivalry, and the immense concourse of German and French spectators joined in applauding with impartiality the plays of each team. At the conclusion of the match, won by the French 5-0, the two teams cheered each other. The captain of the German team stated that he thought sport did more to bring countries together than all the conferences in the world.

The Question Box

QUESTION: Will you please give some suggestions for the observance of Easter?

ANSWER:

THE RESURRECTION, by Rosamond Kimball. The story of the Resurrection is told through words from the Bible and illustrated in pantomime and tableau. It is accompanied by selections from Bach's Passion Music and by Easter carols. Simple to produce and appropriate for use in a church. 11 men, 5 women, and reader. Samuel French, 28 West 38th Street, New York, price 35¢.

THE CHALICE AND THE CUP, by Mary S. Edgar. This is a vesper service in which the "Church" tells the story of Good Friday and Easter Day. In response to her appeal for service, the Association Spirit comes. (The spirit of the parish, guild, club, etc., may be substituted for the Association Spirit, thus making the service suitable for the use of any organization.) There are two principal characters, any number of girls and a choir. Very simple. Runs from 20 to 30 minutes. Woman's Press, 600 Lexington Avenue, New York, price 35¢.

YOUTH'S EASTER, by Helen L. Willcox. This is a morality play in which Youth accepts Hope and Love as his life companions, and is adaptable for junior members of the church. The minimum number of participants is 44 but the whole Sunday School may take part. Directions for costumes and staging accompany the text. Missionary Education Movement of the U. S., 160 Fifth Avenue, New York, price 25¢.

THE RESURRECTION, by Leonora S. Ashton. An Easter mystery play. 9 men, 3 women, and hidden choir. Scene: Calvary, the garden. The Morehouse Publishing Co., Milwaukee, Wis., price 5¢.

THE DAWNING, a pageant of the Resurrection by Lyman B. Bayard. A very elaborate and beautiful pagent which has had presentations in many churches throughout the country. Hugh MacCullum, Minister of the First Congregational Church of Everett, Mass., states, "It was without question the finest thing I ever saw or heard in a church. More people were turned away at the fifth production than at the others. I hope we shall repeat it next year." Pageant Publishers, 1206 S. Hill St., Los Angeles, Calif., price 50¢.

HE IS THE SON OF GOD, by Linwood Taft. 8 characters, Roman soldiers and any number of extra people as a "mob." Simple to produce. Costume directions given. A blind Jewish mother of the time of Christ hears through her children of the deeds of the Teacher, culminating in the events of Passion Week. Her sight is restored through the miracle of faith. Pilgrim Press, 14 Beacon Street, Boston, Mass., 40¢ a copy. Also printed in the February issue of the Church School Magazine, 150 Fifth Avenue, New York, price 15¢.

DARKNESS AND DAWN, by Frederico LeFevre Bellamy. A mystery play for Easter Eve. 16 young people and children. A children's chorus. It deals with the episodes of the Crucifixion, the Entombment and the Resurrection as they come to the knowledge of these young people outside the city wall. May be given in the chancel, pulpit platform or assembly hall. Episcopal Book Shop, 281 Fourth Avenue, New York, price 50¢. Royalty $2.00.

SPRING IN THE BROWN MEADOW, by Elizabeth Edland. A pantomine for very small children. A little girl feels very lonely because the flowers are not to be seen in the Brown Meadow and is taught the meaning of Easter through Spring Awakening. The Squirrel, Snowbird, Raindrops, Sunbeams, Flowers and Spring are the characters. March issue of the Church School Magazine, 150 Fifth Avenue, New York, 15¢ a copy.

THE QUESTIONER, by Lyman Bayard. A morality play for adults. About 26 characters. Wisdom teaches the Questioner the meaning of the Resurrection through Nature, Reason, History, Sorrow, Experience, Religion, Faith and Death. Finally Joy comes and abides with the Questioner until he too is called. Costume suggestions given. Very well illustrated. Copy with music may be obtained from the Pageant Publishers, 1206 South Hill Street, Los Angeles, Calif., price 50¢. Pamphlet without music is included in the March issue of the Church School Magazine, 150 Fifth Avenue, New York, price 15¢ a copy.

THE RESURRECTION OF OUR LORD, by May Pashley Harris. 14 characters, 3 scenes, 2 settings. Time: three quarters of an hour. A fragment of an old sixteenth century Protestant miracle play adapted by Mrs. Harris for present day use. She has succeeded in keeping the quaintness of the old dialogue and yet making it intelligible to modern ears. The play is a

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presentation of the Easter story, simple, direct and beautiful, easily produced and hardly able to fail of effectiveness. In her book, *The Drama in Religious Service* (Century Co.), Mrs. Candler uses this Easter play, under the name of *The Resurrection,* to illustrate what she means by drama as worship. Pilate, the High Priests, the Centurion, Peter, James, John and the three Marys appear, and the time covered is that between the Crucifixion and the first day of the week. Woman's Press, 600 Lexington Avenue, New York, price 50¢.

Her Easter Choice from *Life Victorious,* by Margaret Slattery. A dialogue for ten girls. Louise, a girl of fifteen, chooses the path she is to travel through life. Characters of Pleasure, Beauty, Faith, etc., are introduced. Pilgrim Press, Beacon Street, Boston, Mass., price per copy 6¢; 12 copies for 65¢.

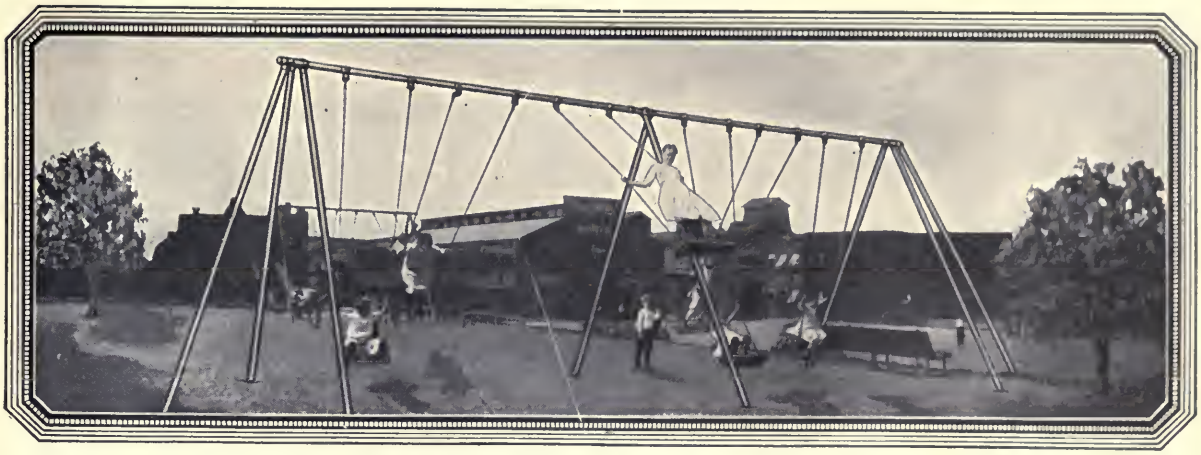
The Immortality of Love and Service, a service with pageant features by H. Augustine Smith. The first three scenes,—Behold the King, The Darkest Hour, and The Messiah Victorious, may be used as an Easter service with little preparation. Three other scenes may be added which make it more elaborate. Easter music used. Pilgrim Press, Beacon Street, Boston, Mass., price 6¢ a copy; 12 for 65¢.

Plays Which Are Suitable for Presentation at Easter Time

The Hour Glass, by W. B. Yeats. 3 male, 1 female character, 2 children and other pupils. 1 act, interior. The teacher, "a wise man," trains his pupils by "looking up their visions of heaven, and turning the key upon them." An angel appears to him, condemning him forever unless he can find one person, before the hour runs out, who believes in God. He tries his pupils, his wife, his children, but it is only the Fool who believes. MacMillan Co., 66 Fifth Avenue, New York City, price $1.25.

The Traveling Man, by Lady Augusta Gregory. 1 male, 1 female, 1 child. 1 act, interior. An Irish story of a poor woman who spreads her table and prepares her home for the coming of the King. He comes in the guise of a traveling man and is turned away unrecognized. John W. Luce & Co., Boston, Mass., price $1.25.

The Gift, by Maries A. Foley. 3 children, 3 adults. 1 act, interior. A beautiful miracle play in which Joel, a little lame boy, is healed through his unselfishness and belief in the Galilean. Sam-



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uel French, 28 West 38th Street, New York City, price 25¢.

Easter Celebrations is a publication of Edgar S. Werner, 11 East 14th Street, New York City, price 60¢. This book contains poems, dialogues, pantomimes, together with suggestions for Easter entertainments and parties.

Easter Day, by Robert Haven Schauffler, published by Moffat, Yard & Co., 31 Union Square, W., New York, price $2.50. A splendid collection of verse and prose relative to the Easter season.

Stories of the Easter Carols, prepared by Professor Peter W. Dykema, price 10¢.

Easter Carol Sheets at 70¢ per hundred *plus* postage. May be obtained from the Bureau of Community Music, Community Service, 315 Fourth Avenue, New York City.

Dennison's Service Bureau, 220 Fifth Avenue, New York City, are in a position to furnish sketches, patterns and suggestions for making paper costumes. They also are willing to assist in planning table decorations for parties and other Easter entertainments.

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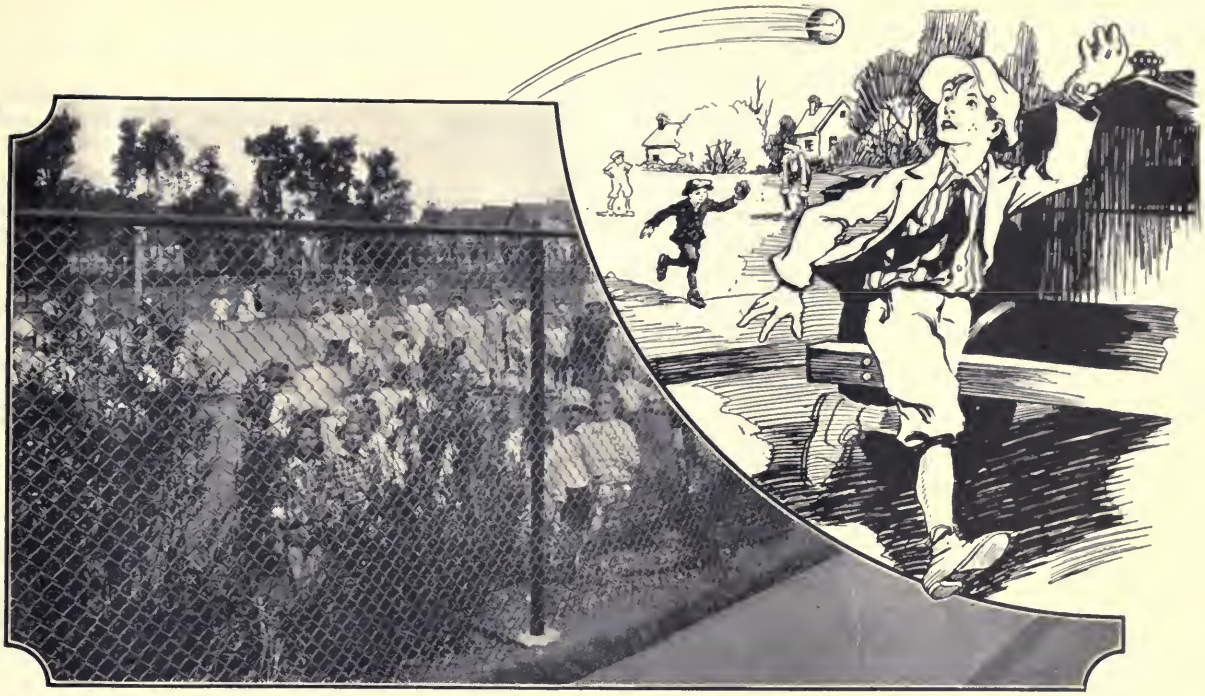

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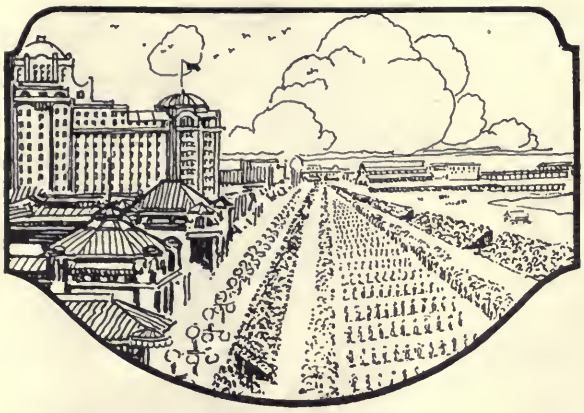

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Book Reviews

SIX BIBLE PLAYS. By Mabel Hobbs and Helen Miles, Bureau of Educational Dramatics, Playground and Recreation Association of America. Published by Century Company. Price, $2.00.

Churches, Sunday Schools and civic organizations are turning more and more to Biblical drama as a means of fostering the spiritual life of the community. A significant contribution has, therefore, been made in these six plays of dignity and simplicity, in which as far as possible the exact words of the Bible have been used. Once more in these plays the Bible has proven the greatest of all treasure houses of dramatic situations.

The plays are *Ruth and Naomi; Joseph and His Brethren; Moses; Esther; The Healing of Naaman; David and Jonathan.* Each drama is simply constructed with a rigid, almost classical economy in lines and scenes. Each presents its message with the directness of an arrow moving to its mark. All of them will make a strong appeal to children who may have little background in Biblical knowledge, as well as to grown-ups to whom the stories are familiar. It will be found surprising to what extent tender incidents gain in sharpness and vividness when actually clothed in flesh and blood.

In the plays there are no long arduous roles, no settings which amateurs could not achieve. The dramatizations are so simple, so workmanlike that they may be said to play themselves. In creating them the laboratory method was applied. At every step the dramatic value was tested, phrases were removed or inserted wherever changes proved necessary for direction and natural action. During construction each play was rehearsed under expert direction until it was pronounced absolutely safe for successful direction by inexperienced directors.

No effort to produce a spectacle has been made and simple settings and properties are urged. The plays may be presented either indoors or out. The usual church architecture is sufficient background for indoor production. Suggestions for producing and for authentic costuming are given in the introduction.

Number of photographs showing the characters in action add to the charm of the book. There are also a number of traditional Hebrew melodies used in three of the plays.

HEALTH IN PLAY, by the American Child Health Association, New York City. Price, $.25.

In an attractively written and illustrated pamphlet, which has just appeared under the title *Health in Play,* the American Child Health Association tells of some of the activities along health lines which are being conducted on playgrounds and which are really play for children. Of special interest is the account of the experiment on the Fargo, North Dakota, playgrounds.

The Association, in suggesting activities to be conducted, recognizes the fact that lack of leaders, facilities and funds, combined with pressure of work, may make it impossible for certain features of the program suggested to be incorporated. But it suggests that a start be made and that play leaders apply to their playgrounds the "measuring stick" of the so-called "ideal" playground program outlined.

A practical and suggestive section of the pamphlet discloses a number of health games and devices which will aid in arousing interest in health subjects.

Copies of *Health in Play* may be secured at 25c each from the American Child Health Association, 370 Seventh Avenue, New York City.

OUTDOOR SWIMMING POOLS, by Stanley Pinel. Bulletin 61, Ohio State College of Agriculture and Mechanical Arts.

Here is a practical publication which superintendents of recreation, park executives and others concerned with technical problems of swimming pools and bath-houses will find exceedingly helpful. Question of construction

(*Continued on page* 671)

"As the twig is bent the tree's inclined."

Playgrounds or Plague Grounds?

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Children reflect what their environment teaches.

Everwear equipped Playgrounds give every child the desire of his heart in an outlet for his particular idea of fun.

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The Hohner Harmonica enjoys the reputation of being the world's best make. Perfect in tone, faultless in construction, they assure the performer absolute satisfaction. They have been awarded the highest honors at all leading international expositions. The Hohner Harmonica is the individual choice of professional and expert players. They can be purchased at all retail stores for 50c and up.

M. HOHNER

114-116 East 16th Street, New York City

Recreation in the Oregon Hop Fields

(*Continued from page* 646)

buildings used for tent storage except during the picking season. A good orchestra was secured on a percentage basis, and dances were scheduled at each camp on alternate nights. The camp fire programs proved so popular, however, that after a few nights the hall at camp 3 was released for other recreation activities, and dances were held five nights a week at camp 1 with an attendance of about fifty couples. One of the surprises of the whole experiment was the way in which people flocked to the camp fires in preference to the dances. The small profit from the dance hall was used to furnish a half-pint of milk twice a day to each playground child. Occasionally an old fashioned dance was held which drew larger crowds than the regular dances.

Some of the Results

The post office and medical service proved an excellent approach to the pickers, and after their confidence was won they did everything possible to cooperate. The camp paper, which was distributed free, was invaluable. It contained company bulletins, announcements of recreation activities, camp news and some outside news. Most of the outside news came in from the radio set owned by the ranch manager. The work aroused great interest in the state. Many visitors came to the ranch, including growers, social workers, and state and federal officials. Portland newspapers carried feature stories, and one paper sent a special writer to the camp for a week.

The first good results from the recreation program came from the mere announcement of the work planned. Applications poured in, and a full crew of high grade pickers was available from the very beginning of the season. Moral conditions were much improved. Fighting and drunkenness were almost entirely eliminated. The labor turnover was low and the quality of the work done was high. There was no labor trouble although some of the other ranches had difficulty along this line. At the Eola Ranch the picking was completed five days ahead of schedule.

The entire recreation program cost less than one thousand dollars, as against forty-five thousand dollars paid to pickers for wages. On a percentage basis, the program cost a little over two

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in open places Solvay Calcium Chloride should be applied to the surface in order to prevent discomfort caused by dust.

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per cent of the wages paid, and only one-half of one per cent of the value of the crop. Company officials are so delighted with the results that the work is to be continued and expanded next year. Several other ranches are to begin the work next season. Mr. Henderson has had numerous inquiries about the work, and has been called upon to make a number of addresses before interested groups. He was assisted in the work by Mrs. Henderson, and by Miss Emma Heilman, head of the Department of Physical Education for Women at Reed College, Portland. Other workers on the staff were a nurse, two play leaders, and an editor for the camp paper.

Book Reviews

(*Continued from page* 668)

of pools and bath-houses, drainage, water supply, purification systems and similar matters are discussed in detail. Photographs, plans and drawing make the pamphlet doubly valuable.

THE BOOK OF ENTERTAINMENTS AND THEATRICALS, by Helena Smith Dayton and Louise Bascom Barratt. Published by Robert M. McBride & Company, New York. Price, $3.50.

To the distracted seeker after ideas for entertainments and information on the details of putting them on, this book will come as a veritable "life saver." The information given is so practical in detail that the volunteer committee with little experience but with plenty of courage may dare to plunge without fear of drowning! And the entertaining way in which the material is presented is by no means the least attractive feature of the book. The illustrations, which are reproductions of settings, programs, posters and costumes used in a number of successful shows, add a wealth of suggestion to the information contained in the text.

Here are some of the subjects discussed: Concerning the Entertainment Committee; The Importance of Ideas; Making Preliminary Arrangements; Planning the Printed Publicity; The Ticket Problem; Decorations; Costume Parties; Costumes; Dramatic Productions; Revues and Vaudeville; Scenery; Lighting; Properties and Stage Dressing; Stage Costumes; Make-Up; Mechanical Effects; Duties of a Director or Coach; Stage Management; Duties of the Committee; How to Build a Stage; Pageants; Dinners; Charity Bazaars; Society Circuses; Exhibitions; College Reunions; Raising Money; and Concluding Suggestions.

SERVICES FOR THE OPEN, by Laura I. Mattoon and Helen D. Bragdon. The Century Company, New York. Price, $1.00.

This book is designed primarily for camps, for use in schools during the outdoor seasons or for any group who wish to worship out-of-doors. It represents a compilation of passages not only from the Bible but from seers and poets down to the present time, of tested hymns and of the prayers of great people. *Services for the Open* should find a place in every camp library.

THE TOWN AND COUNTRY CHURCH IN THE UNITED STATES. H. N. Morse and Edmond deS. Brunner. Published by George H. Doran Company, New York. Price $2.50

The survey described in this book, which was based on a study made in 179 counties, 25 of which were intensively

(*Continued on page* 672)

NATIONAL CONVENTION

OF THE

American Physical Education Association

With the full cooperation of the Chamber of Commerce, High and Elementary Schools, Y.M.C.A., Y.W.C.A., City Athletic Club, and Women's Athletic Club of

KANSAS CITY, MISSOURI

ARE YOU INTERESTED IN

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Write for Sample Copy of the REVIEW and blanks to Box G, Highland Station, Springfield, Mass.

Carrying the Gospel of Play to the Rural Community

(*Continued from page* 649)

demonstration agents has been an annual celebration at Tuskegee. In this day the girls as well as adults have taken a part and this is the first Girls' Day that has been held. A committee composed of Miss D. Vivian Gilmore, the Jeanes Fund Supervisor for Macon County; Mrs. Booker T. Washington, the widow of the Founder of the Institute and the Director of the Girls' Industries at the Institute; Mrs. R. R. Moton, wife of the Principal; Mrs. L. T. Jones, Principal of the Children's House of the Institute and the Dean of Women of the Institute fostered the enterprise. The primary purpose of the Day was to make more attractive the commonly drab existence of the rural sections—to teach the why, the how and the what of play. The ultimate objects for the day are:

"(1) To improve the home life of the rural girl

(2) To develop women leaders in the rural community

(3) To cultivate in the country girl the spirit of economic independence, thrift and industry

(4) To inspire the rural girl by having her brought into direct contact with other girls whose opportunities have been greater."

How do this better than through the influence of genuine, wholesome recreation? Than by providing for the empty hours, the idle moments of physical relaxation, the moments of danger or promise that are in the day of every girl?

Did the girls respond to the exercises of the day? They did. They entered into the program wholeheartedly; the delegated leaders overcame their oft-present timidity and talked freely, and others of the girls even gave spontaneous appreciations of what they were being shown and "what we can now do back home." The pupils of the Institute Children's House illustrated the playing of many elementary games and the girls of the Senior Class gave calisthenic demonstrations, indoors and out, and illustrated as well the making of and the use of playground apparatus. Songs and yells were given by each school represented by its Girls' Club. Among these schools were: Harris Barrett, New Rising Star, Notasulga, Chehaw, Solomon's Chapel, Russell Plantation, Cross Keys, Swanson, Hickory Grove, Sweet Gum, and Dawkins. They typified en masse the rural one, two and three teacher-schools principally. At noon the Institute Band marched the visitors around the campus to the students' dining hall, Tompkins Hall. Afterward a group photograph of the girls with their banners was taken at the base of the Booker T. Washington Monument.

The day was a decided success and this annual occasion gives great promise for the future better health, better happiness and better worth of the young lives of all rural Alabama.

Book Reviews

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studied, represents a summary of the situation faced by the 100,000 churches in Rural America. It reveals, according to the authors, the fact "that two-fifth of all rural churches are standing still or losing ground; that the greatest untouched field of Christian effort in Rural America is the work for boys and girls; that the average church provides a program which ignores the yearnings and ardors of Youth." These are a few of the discouraging facts revealed by the study and its analysis. There is encouragement for the rural church, however, in the examples quoted showing that where there are successful young people's societies in operation caring for the social and recreational as well as the religious life of the young people, the Church, as a whole, is exerting a very great influence on community life.

Does the Small Town Need a Playground?

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things for their own use these same children may children feel that it was their own, to be used only on the grounds. However likely to appropriate have been, they felt the responsibility placed upon them. A month, and then the season elapsed without a single article lost or stolen. When the second season opened with many more things, kept as before in an open chest, we decided that the children should be trusted. Occasionally a ball would be missing at night but the first boy or girl on the Field in the morning would always put it in the chest when he found it. Not once did they start playing with a lost ball before we arrived. And again nothing was lost or stolen during the season. Side by side with this record is the report that in the two years not a single accident occurred requiring the services of a doctor.

The experience in our particular community led us to draw some general conclusions about small community work which, while they may not apply in all instances, may serve as guide posts to others. A few of them follow:

It is not wise to attempt the same methods on a country playground as have succeeded in the city. The purpose is the same and the need is as acute as in crowded city streets, but results cannot be accomplished in the same manner.

New games and apparatus can be used without limit, but not more than one of each kind should in most cases be provided.

It is well, if possible, to have in charge both a man and his wife who should not be residents of the town.

The intimate acquaintance among the children makes it unwise to attempt a regular program or to try a great amount of organized work. We found them intensely active every minute if material was at hand and someone present to lead them.

To try pageants, folk dancing and other events which are possible on the city playground, only serves to drive the boys and girls away.

Office Administration and Efficiency

(*Continued from page* 656)

reward is ahead of us," but today we say, "Our reward is here—our work is ahead of us." If you carry this idea of personal efficiency yourself, you will be able to expect every employee in your department large or small to *"play the game."*

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, OF THE PLAYGROUND, published monthly at Cooperstown, New York, for April 1st, 1923.

State of New York, County of New York, ss:

Before me, a Notary Public in and for the State and county aforesaid, personally appeared H. S. Braucher who, having been duly sworn according to law, deposes and says that he is the Editor of The Playground and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

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Editor—H. S. Braucher, Madison Square.

Managing Editor—Mrs. H. S. Braucher.

Business Manager—George H. Hilsky, Madison Square.

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(Seal) C. B. Wilson,
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